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DESCRIPTORS *ACHIEVEMENT TESTS, *BEHAVIORAL OBJECTIVES,

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PRETESTS, *TESTING

IDENTIFIERS INDIVIDUALLY PRESCRIBED INSTRUCTION, IPI

AESTRACT

A CLASSROOM TEST IS A WORK SAMPLE CF ALL THE
BEHAVIORS THE STUDENT MUST MASTEF IN A GIVEN CURRICULUM OF PART OF
THE CURRICULUM. STUDENT PERFORMANCE ON THIS SAMPLE ENABLES THE
TEACHER TO GENERALIZE CONCERNING PROGRESS AND MASTERY IN THE PORTION
FROM WHICH THE SAMPLE IS DRAWN. EACH BEHAVIOR TO BE MASTERED DEMANDS
A SUITABLE TEST OR TEST ITEMS SPECIALLY DESIGNED TO MEASURE THE
BEHAVIOR. THE ROLE OF ACHIEVEMENT TESTING CONSTITUTES THE MATTER OF
THIS SECOND IN A SERIES OF FIVE VOLUMES DESIGNED TO EQUIP THE TEACHER
WITH THE BASIC SKILLS IN TEACHING IN IPI. IPI USES ACHIEVEMENT
TESTING IN FOUR WAYS AND THEY ARE DESIGNATED: PLACEMENT TESTS, UNIT
PRETESTS, CURRICULUM EMBEDDED TESTS OR CET'S, AND UNIT POSTIESTS.
EACH OF THESE IS DESCRIBED IN DETAIL HERE AND THE TEACHER SHOULD,
AFTER MASTERING THEM, BE ABLE TO ADMINISTER THE IPI TESTS AND USE THE
RESULTS IN WEITING PRESCRIPTIONS. (GO)



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TEACHING IN IPI

(A Program of Teacher Preparation)

by

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Volume 2

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TEACHING IN IPI

Section III

DIAGNOSIS OF STUDENT ACHIEVEMENT

- A. Introduction
- B. IPI Placement Tests
- C. IPI Pretests
- D. IPI Posttests
- E. IPI Curriculum Embedded Tests

Suggested setting: 1. Individual work 2. Group of 2-3



This section introduces the role of achievement testing in individualized instruction. In addition, the IPI achievement tests are described a detail. After completing this section, you will be able to administer the IPI tests and use the test results in prescription writing.



INTRODUCTION



INTRODUCTION

The teacher:

- 1. Describes the source of good achievement tests or test items.
- 2. Lists the four uses of achievement tests in classroom instruction.
- 3. Describes placement tests in terms of sampling the curriculum and in terms of use.
- 4. Describes pretests in terms of sampling and in terms of use.
- 5. Describes curriculum embedded tests in terms of sampling and in terms of use.
- 6. Describes posttests in terms of sampling and in terms of use.



INTRODUCTION

Achievement tests offer us a systematic way of looking at a student's behavior. Administrators, teachers, guidance counselors and many others all employ test results in some way for the general purpose of improving instruction. The kinds of evaluation each group seeks answer different questions. Some ask, "How good are the schools in the Nation?" This is national assessment. Others ask the question, "How does my school district compare with similar districts?", to get information for the community and Board of Education. A question such as, "What has been the trend for the last five years in pupil achievement of social studies?", helps in identifying areas requiring improvement.

These questions are very different from the kinds asked by the classroom teacher. Measuring educational outcomes and comparing the results
with regional norms or national averages are not very useful to a teacher
in a classroom with twenty-eight very differer, students.

The teacher asks:

- 1. What can this student do?
- 2. What are the things he cannot do?
- 3. How is he progressing in his assigned work?
- 4. What difficulties is he encountering in his assignment?
- 5. What is the evidence that he will experience success in his next assignment?
- 6. Is he ready to learn something new?

The student himself uses testing to answer his questions:

- 1. What am I supposed to learn?
- 2. How am I doing?
- 3. What is giving me trouble?
- 4. What help must I ask for?
- 5. Can I do this as well as everybody else?

Answers to these questions can be extraordinarily helpful to the teacher in guiding the educational development of the student and in measuring the effectiveness of instruction. Students are motivated by the answers which frequently function to establish a readiness and receptivity to learn-



ing something new. This information also helps the student increase his independence in working towards a well defined target.

It is obvious that the test instruments used for national assessment, district comparisons, and trend studies are completely irrelevant to the questions of the teacher and student. These questions can only be answered by a work sample.

A classroom test is a work <u>sample</u> of all the <u>behaviors</u> the student must master in a <u>given</u> curriculum or a part of the curriculum. Student performance on this sample enables the teacher to generalize concerning progress and mastery in the portion from which the sample is drawn. Before such generalizations can be made, the classroom test must constitute a fair and representative sample of behaviors to be mastered. Unless this is the case, the test will not answer questions about student progress. Also, it may well leave the students thoroughly confused about what they are to learn, what they are learning, and if they have learned at all.

No tests dictate what to teach. Instead, our learning goals, instructional objectives, behavioral objectives (whatever they may be called) tell us what we want to test. Each behavior to be mastered demands a suitable test or test items specially designed to measure the behavior.

The actual writing and construction of tests are not easy tasks. They require skill and practice. These skills will not be covered in this discussion. If you are interested in refining your techniques in the construction of a classroom test, a kit called <u>Making Your Own Test</u>, consisting of filmstrips, records and worksheets, is available. Ask the instructor for the materials.

Once this matching of work samples to behaviors is done, the classroom test becomes a powerful tool for diagnosing the learning needs of the
students. The teacher then can place the students accurately in the curriculum, analyze the specific skills he needs to learn, monitor his progress, and determine his mastery. These four uses of the classroom test
give the teacher a basis for choosing specific instructional resources to
help the student master the desired behaviors.

IPI uses achievement testing in these same four ways. IPI has developed four kinds of achievement tests that enable the teacher:

- 1. To place the student in each area of the Mathematics Continuum at a particular level of competency which will serve as the starting point for finer, more discriminating diagnosis. These tests are called <u>Placement Tests</u>.
- To analyze the specific mathematics skills the student has yet to master within a particular unit. These tests are called Unit Pretests.
- 3. To monitor the student's progress as he works on his prescription and moves from skill to skill within a unit. These tests are called <u>Curriculum Embedded Tests or CET's</u>.
- 4. To determine the student's mastery of all the skills in the unit.

 These tests are called <u>Unit Posttests</u>.

We will look at each of these IPI tests separately, learn what they are and how to use them.



IPI PLACEMENT TESTS



IPI PLACEMENT TESTS

The teacher:

- 7. Describes IPI Placement Tests in terms of use and organization
- 8. Indicates on a Continuum chart those units that have Placement Tests.
- 9. Uses the Placement Tests booklets to describe the contents and sampling of the Flacement Tests.
- 10. Describes the procedures for IPI placement testing:
 - a. Selecting a starting level for placement testing.
 - b. Administering Placement Tests.
 - c. Scoring and filling in Profile sheets.
 - d. Making decisions on the basis of Placement Test scores related to the placement of the student in the Continuum and additional testing.
 - e. Recording decisions about placement testing on the Profile sheet.
 - f. Ending placement testing.
- 11. Selects and assisgns units in the Mathematics Continuum in a proper sequence from a placement Profile and Continuum chart.



PRETEST: Section III: IPI Placement Tests

The following items constitute a pretest.

The answer key which accompanies the test is correlated to the instructional materials in this section. Based upon the right and wrong responses you have made on the test, the answer key will direct you to those pages on which you should work to achieve 100% mastery.

Directions:

- 1. Take the pretest.
- 2. Use the answer key immediately following the pretest to correct your work.
- 3. Work on the pages to which you are directed by the pretest answer key.
- 4. Take the posttest.
- 5. Use the answer key immediately following the posttest to correct your work.
- 6. Move on to the next pretest if you have scored 100%.
- 7. Work on the pages to which you are directed by the posttest answer key if you have scored under 100%. Discuss these pages with other teachers working through this section.
- 8. Use the pretest as a posttest. (Alternate using the two test forms.)
- 9. Work toward 100% mastery



Answer	true	(T)	or	false	(F):

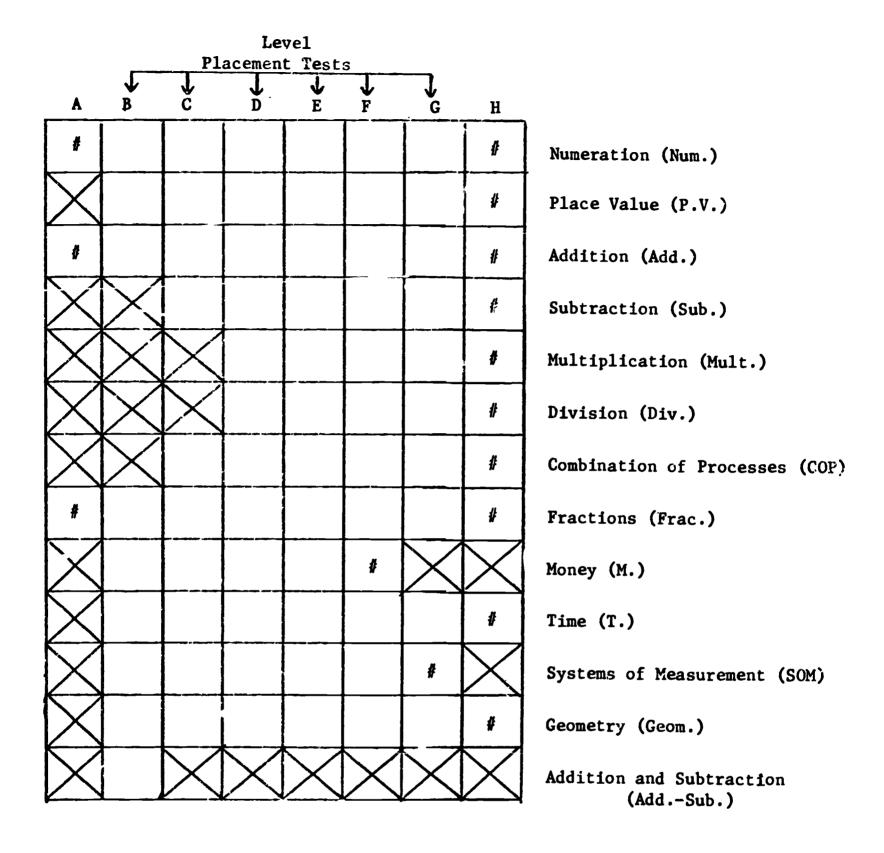
1.	A well-constructed test of achievement samples the behaviors the student is to learn.	
2.	IPI Placement Tests give a detailed picture of student-achieve- ment in the units tested.	
3.	IPI Placement Tests are used to enter a student into the Mathematics Continuum.	
4.	In IPI the scores resulting from placement testing are used to assign students to groups formed upon the basis of achievement levels.	
5.	IPI provides the teacher with Placement Tests that cover every unit in the Continuum.	
6.	In IPI a third grader usually starts placement testing on Level C.	
7.	In IPI a student continues placement testing until he fails one complete level.	
8.	IPI tests are scored by aides who also enter the scores and percentages on the student Profile sheet.	
9.	Placement testing must be completed before a teacher can start the student working in the Continuum.	
10.	The teacher enters the placement levels for each student on the student's Profile sheet.	



What decisions would you make about placement and placement testing in these instances of IPI Placement Test scores? Select the <u>best</u> answer below each item. (Use attached Continuum chart to help you.) Assume this is the first placement test score.

1.	A student sco	res 82% in B-Num:	
	a.	Place in B-Num.	
	ъ.	Test in C-Num.	
	c.	Retest in B-Num.	
	d.	Insufficient information.	
2.	A student sco	res 59% in E-Add:	
	a.	Place in E-Add.	
	b.	Test in F-Add.	
	c.	Test in D-Add.	
	d.	Insufficient information.	
3.	A student sco	res 16% in F-Frac:	
	a.	Place in F-Frac.	
	b.	Test in E-Frac.	
	c.	Test in F-Div.	
	d.	Insufficient information.	
4.	A student scor	res 90% in F-Time:	
	a.	Place in F-Time.	
	b.	Test in G-Time.	
	c.	Place in G-Time.	
	d.	Insufficient information.	
5.	A student scor	res 70% in B-AddSub:	
	a.	Place in B-AddSub.	
	ъ.	Place in B-AddSub, C-Add. and C-Sub.	
	c.	Test in C-Add. and C-Sub.	
	d.	Insufficient information.	





X = No existing units

= No Placement Test for this unit

Reference Chart: IPI MATHEMATICS CONTINUUM PLACEMENT TESTS



ANSWER KEY

PRETEST: Section III: IPI Placement Tests (pp

True-False: 1. T 6. T

2. F 7. F

3. T 8. T

4. F 9. F

5. F 10. T

Select best answer: 1. b

ERIC Full Text Provided by ERIC

2. a

3. ъ

4. b

5. b

IPI PLACEMENT TESTS

Placement testing is extremely important to the <u>initial entry</u> of the student into the sequence of the Continuum. It determines his status in the sequence and it is the first step in starting instruction "where he is." Unlike group instruction which uses placement testing to match a student to a group of students, IPI uses placement testing to match a student's competencies to the various units in the Continuum.

This section will answer the following questions about IPI Placement Tests:

- 1. What are IPI Placement Tests?
- 2. What are IPI Placement Tests used for?
- 3. How many IPI Placements are there for the Mathematics Continuum?
- 4. How are IPI Placement Tests labeled?
- 5. What does each Level of Placement Tests consist of?
- 6. Why are Placement Tests composed of a limited sample?
- 7. What are the procedures followed in IPI placement testing?



What are IPI Placement Tests?

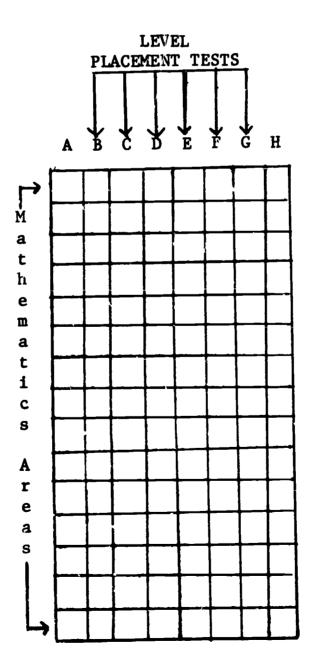
IPI Placement Tests consist of a battery of diagnostic instruments that give a measure of gross achievement in the entire IPI Mathematics Continuum by means of a fairly small sampling of the Continuum.

What are IPI Placement Tests used for?

The Placement Tests are usually administered in the beginning of the school year to locate the student at a level of competency in <u>each</u> area of the Continuum. These Tests are used as a broad inventory of what the student can do (and not do) in the Continuum.

How many Placement Tests are there for the IPI Mathematics Continuum?

There are six Placement Tests in IPI Mathematics. There is a Placement Test for each of Levels B through G inclusively.





Level A does not have Placement Tests. Level A has only three units (Num., Add., Frac.) or a total of 13 skills. Any entering student who cannot succeed or place in any of the tests on Level B is automatically placed in the area on Level A without A placement testing. Level H does not have Placement Tests. Level H is the last fully-developed Level in the Continuum. Any entering student who succeeds in an area on Level G is automatically placed in the area on Level H without Level H placement testing.

How are the Placement Tests labeled?

The Placement Tests are labeled by the Levels they test.

COMPLETE THE FOLLOWING LABELING:

The six Placement Tests are:

1.	Level B	Placement	Tests
2.		Placement	Tests
3.		Placement	Tests
4.		Placement	Tests
5.		Placement	Tests
6.		Placement	Tests

What does each Level of Placement Tests consist of?

Each Level of Placement Tests usually consists of a <u>limited</u> sampling of <u>each</u> Area existing at that Level. Each Level of Placement Tests is best described by using the following IPI record sheet called an Arithmetic Placement Score Profile to illustrate our answer.

Briefly, the Profile sheet summarizes one student's performance on Placement Tests in the form of Test scores filled in by the cleri-



cal aide. The Profile does not contain three Areas normally listed in the Continuum. They are Addition and Subtraction in Other Bases, Multiplication and Division in Other Bases, and Special Topics.

Students are not placement tested in these Areas but are automatically placed in them at whatever Level each starts. In the case of Special Topics, this occurs on Level C.



Ac this time, the Profile sheet will help us look at each Level of Placement Tests.

Use the Profile sheet to follow:

Level B Pracement Tests sample all Units in column B except for the unit boxes containing the X's. There are no Units of skills for these Areas on Level B. Note that Units B-Addition and B-Subtraction are combined together for placement testing only on Level B (indicated by asterisks).

<u>Level C Placement Tests</u> sample all Units in column C except for the unit boxes containing X's. There are no Units of skills for these Areas on Level C.

Level D Placement Tests sample all Units in Column D.

Level E Placement Tests sample all Units in column E.

Level F Placement Tests sample all Units in column F except F-Money. Since F-Money is the highest Level in the Area, a student is automatically placed in it if he exceeds E-Money. As a rule, placement in the highest Level of any Area is automatic upon passing the Placement Test of the next lower Level.

Level G Placement Tests sample all Units in column G except for G-Money (no Unit exists here), G-Time, and G-Systems of Measurement (not tested since it is the <u>highest</u> Level of the Area).

Level H has no Placement Tests since it is the <u>highest</u> fully-developed Level of the existing Areas. Placement in these Units is automatic if Level G Placement Tests are passed.



STUDENT STUDENT NUMBER NAME P-4 OUL STAMP P. 23 KEYPUNCH SAMPLE 1:E TO P. 78 P. 17-18 P. 16 P. 14-15 MATH. AREA PLACED AT

CODE

[7.7.7.7.7]PLACED DATE MATH PLACEMENT LEVELS B-I MATHEMATICS AREA OF LEVEL **AREA** CODE TEST Ī Н C P. 10-13 MAX PTS. Nat V SCORE tested ØI NUMERATION % S Not MAX. PTS. W testal SCORE PLACE VALUE Ø2 % Not MAX, PTS. Q testa SCORE **VDDIIION** ØЗ Not MAX. PTS. \$ SCORE **SUBTRACTION** Ø4 % MAX. PTS. W tested SCORE Ø5 MULTIPLICATION Ω % Not MAX. PTS. **SCORE** testa Ø6 DIVISION % 田 Not MAX. PTS. COMBINATION OF testa Ø7 **SCORE** PROCESSES. 回 96 Not MAX. PTS. testa FRACTIONS Ø8 SCORE % ড Net MAX. PTS. Z testa 29 **SCORE** MONEY W M/X. PTS. Not ഷ SCORE TIME tested 10 MAX. PTS. SYSTEMS OF tested SCORE 11 MEASUREMENT % MAX. PTS. **GEOMETRY** SCORE 12 MAX. PTS. S. Both **ADDITION** SCORE 34 AND SUBTRACTION

RESEARCH FOR BETTER SCHOOLS

X = No existing units

P " PLACEMENT CARD 19

% OF PLACEMENT

85

LEVEL



در CM

Why are Level Placement Tests a <u>limited sample?</u>

Placement Tests are usually administered at the beginning of the school year to all students or to students entering the school during the school year. They are intended only to locate the student in the Areas of the Continuum. Therefore, Placement Tests test the most representative skill(s) in the Units. They do not test every skill in a Unit. As an example, the following tabulation shows how Level B Placement Tests are constructed:

<u>Units</u>	Number of Skills in Unit	Skill(s) Tested
B-Numeration	9	7,8
B-Place Value	2	1,2
B-Addition	11	5,7,10
B-Fractions	1	1
B-Money	4	1,2,4
B-Time	3	2,3
B-Systems of Measurement	4	3
B-Geometry	2	1

Level B Placement Tests

CHECK THIS TABLE WITH THE IPI LEVEL B PLACEMENT TESTS BOOKLETS THAT FOLLOW. EXAMINE THE OTHER FIVE BOOKLETS OF IPI PLACEMENT TESTS.

- 1. Locate the Table of Contents on the inside cover. It summarizes the areas and specific skills which are tested on that Level.
- 2. Examine the test pages. These pages identify the units and skills tested and provide the test items to be done by the student.



SCHOOL	CODE	
1	!	
1	j	

NAME

NUMBER _____ CLASS _____



individually prescribed instruction

MATHEMATICS

Placement Tests

LEVEL &

Developed by The Festing and Evaluation Stirl Perning Research and Development Center, University of Pittreurgh Richard Sea, Ph.B., Director

For speed and ease in correcting this test, fill your spange applicator with the special developing colution, and apply it troin top to bottom along the right-hand margin, outside the line, an each page. Write and Sees, patents pending

Appleton-Century-Crofts



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DEVELOPMENTAL EDITION



IPI TERMINOLOGY

Mathematics Area: A breakdown of the mathematics subject area; i.e., "Numeration," "Place Value," "Addition," etc.

Level: The levels of study in the mathematics areas; i.e., "A," "B," "C," etc.

Unit: A level of study for a mathematics area; e.g., "B-Numeration," "G-Subtraction."

Objective or Skill: A breakdown of skills within a unit; e.g., "B-Numeration-Skill 1," "B-Numeration-Skill 2."

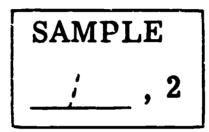
TABLE OF CONTENTS Level B Placement Test

subject area	unit codes	skills tested	comments
	Codes	tested	
Numeration	01	7,8	
Place Value	02	ì, 2	
Addition and			
Subtraction	34	5, 7, 10	
Fractions	08	1	
Money	09	1,2,4	
Time	10	2,3	
Systems of			
Measurement	11	3	
Geometry	12	Ĺ	



NAME AND NUMBER	unit page 1 of 2
DATE	
C1 A 60	

Skill 7 — Directions: Look at the sample box below. What number comes just before 2? Write the number on the line in front of the 2. Do the rest of the problems the same way.



______, 40 ________, 98 _________, 33

- Directions: Look at the sample box below. What number comes just after 2? Write the number on the line after the 2. Do the rest of the problems the same way.

SAMPLE 2,

59, 99, ____

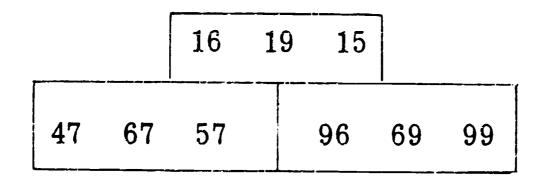
NAME AND
NUMBER_____

DATE_____

CLASS_____

unit page 2 of 2

Skill 8 - Directions: Draw a circle around the smallest number in each box below.



Directions: Put > or < in the little boxes to show which number is greater and which is lesser.

16 61

98 89

NAME AND NUMBER	unit page 1 of
DATE	
CLASS	

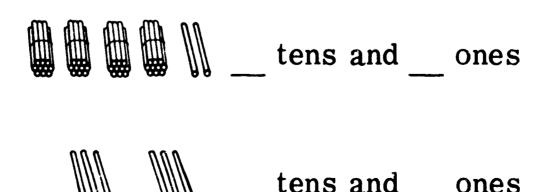
Skill 1 — Directions: Look at the underlined numeral in each box.
Circle tens if this numeral is
in the tens column. Circle ones
if the numeral is in the ones
column.

75	tens	ones
<u>2</u> 0	tens	ones
7 <u>0</u>	tens	ones

Skill 2 — Directions: Look at the crayons in each row. Each bundle has ten crayons in it. Write the number of tens and ones shown in each row.

UUU

AAA





NAME AND
NUMBER_____

unit page 1 of 2

CLASS_____

Skill 5 — Directions: In each box fill in the missing number.

8

7

7	
 3	
 	_

4

- <u>8</u>

2

$$3 + \square = 6$$

Skill 7 — Directions: Write = or ≠ in each ___ to make a true number statement.

$$3 + 7$$

9

12 - 6

6

NAME AND NUMBER	unit page 2 of 2
DATE	
CLASS	

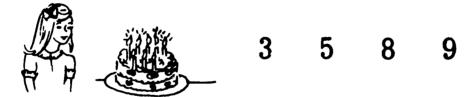
Skill 10 — Directions: Read the problems.

Circle the correct answer to each problem.

Farmer Joe had 1 horse in his corral and 3 horses outside the corral. How many horses in all had farmer Joe?



Mary had 8 candles lit on her birthday cake. She blew out 3 of them. How many candles were still lit?



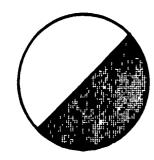
There were 6 cookies on the plate. Judy ate 3 of them. How many cookies were left?

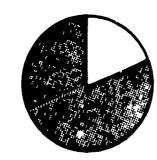


ERIC

NAME AND NUMBER	unit page 1 of 1
DATE	
CLASS	

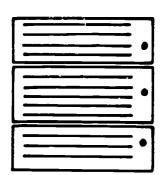
Skill 1 — Directions: Draw an X on the circle that is half shaded.







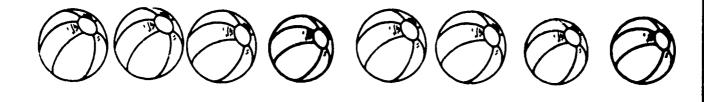
Draw an X on the page that has been cut in half.



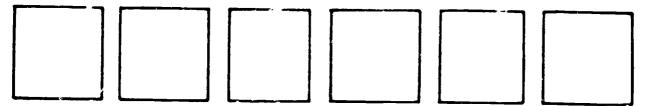




- Directions: Draw a ring around half of the things in each row.









NAME AND NUMBER	unit page 1 of 1
DAT5	
D1 4 00	

Skill 1 – Directions: Draw a big \underline{X} on the quarter.

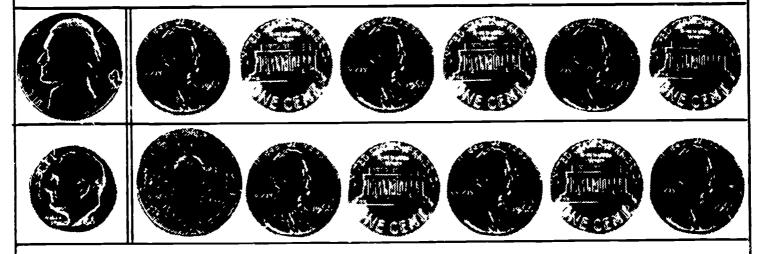




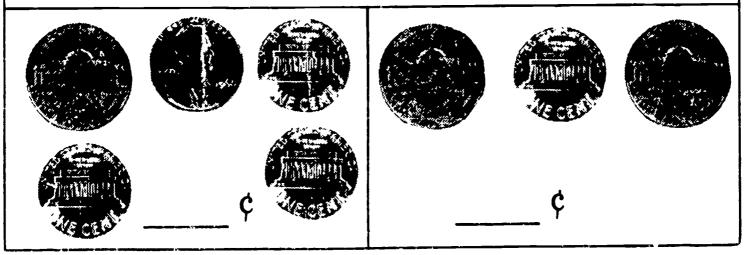




Skill 2 — Directions: Draw a ring around the coins in each row which are equal in value to the amount in the box.



Skill 4 — Directions: Write the numeral that tells how much money is in the box.

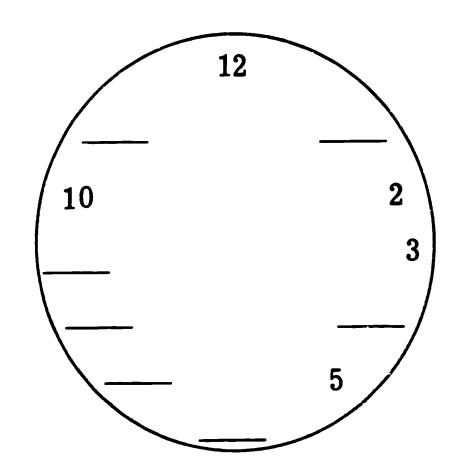


CLASS.

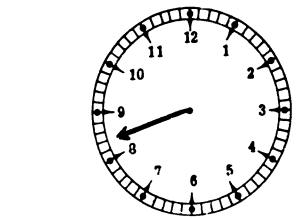
NAME AND NUMBER_____

unit page 1 of 1

Skill 2 — Directions: Fill in the missing numerals on this clock face.



Skill 3 — Directions: The little hand shows that it is



after o'clock and

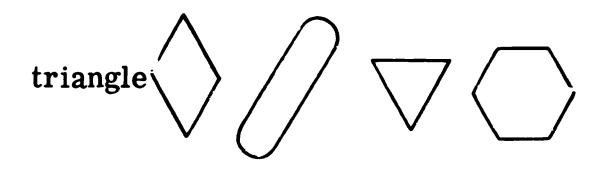
before o'clock

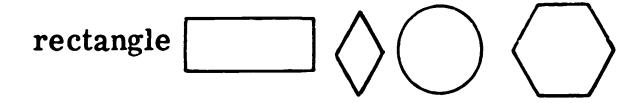


NAME AND NUMBER		unit page 1 of 1
DATE		, -
CLASS		
	rections: Circle swer to the ques	
What is each	h part of a ruler	called?
a foot	an inch	a yard
How many r yardstick?	ulers put togethe	er make one
two	three	four
Circle the p	icture that shows	s a dozen eggs.
St.		Story
Circle the p	icture that shows	a dozen dots.
	0000	0000
0000	0000	00000
0000	0000	
Circle the p	icture that shows	s a half dozen
pears.	_	



NAME AND NUMBER DATE CLASS	unit page 1 of 1	
Skill 1 —	Directions: Look at the word at the beginning of each row.	
	Draw a big X on the figure in each row that is the same as the word at the beginning of the row.	
circle		

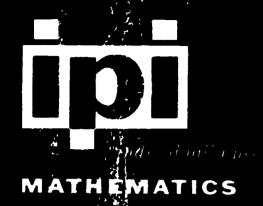




- 1. Draw a square
- 2. Draw a triangle



SCHOOL CODE	NAME	
	NUMBER	01 400



Placement Tests

LEVEL C

Developed by The Testing and Evaluation Staff, Learning Research and Development Center, University of Pittsburgh; Richard Cox, Ph.D., Birecter

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DEVELOPMENTAL EDITION



IPI TERMINOLOGY

Mathematics Area: A breakdown of the mathematics subject area; i.e., "Numeration," "Place Value," "Addition," etc.

Level: The levels of study in the mathematics areas; i.e., "A," "B," "C," etc.

Unit: A level of study for a mathematics area; e.g., "B-Numeration," "G-Subtraction."

Objective or Skill: A breakdown of skills within a unit; e.g., "B-Numeration-Skill 1," "B-Numeration-Skill 2."

TABLE OF CONTENTS Level C Placement Test

subject area	unit	skills	comments
	codes	tested	
Numeration	01	4, 5, 6, 7	
Place Value	02	2,5	
Addition	03	3, 4, 5	
Subtraction	04	1, 3	
Combination			
of Processes	07	4	
Fractions	08	3,4	
Money	09	1, 2	
Time	10	5	
Eystems of			
Measurement	11	2,3	
Geometry	12	1	



NAME AND	
NUMBER	unit page 1 of 1
DATE	-
CI ASS	

Skill 4 - Directions: Look at the first row. Fill in the spaces by counting by tens.

|--|

Skill 5 - Directions: Look at the next row. Count backward by fives and ful in the spaces.

128 123 108	
-------------	--

Skill 6 — Directions: Look at the next row. Count by twos and fill in the spaces.

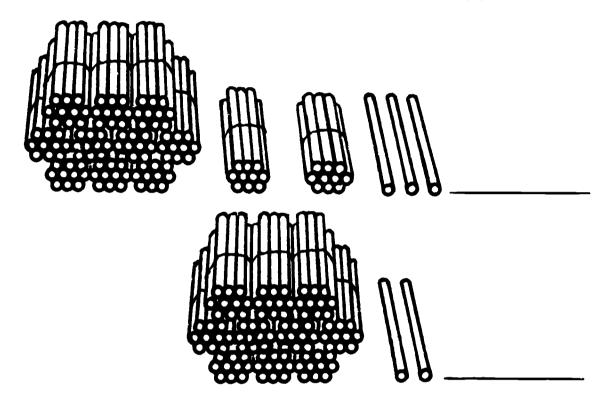
95	97		

Skill 7 - Directions: Fill in the missing numbers in the rows below.

95	100		115
106	96		

NAME AND	
NUMBER	unit page 1 of 1
DATE	
CI ACC	

Skill 2 — Directions: Write the number that tells how many sticks are in each row. Each small bundle has ten sticks in it. The big bundles have ten of the small bundles.



Skill 5 — Directions: Fill in the chart to show the number of hundreds, tens, and ones for each number in the chart.

	Hundreds	Tens	Ones
101			
37			
196			

NAME AND

NUMBER___

unit page 1 of 1

CLASS_____

Skill 3 - Directions: Add all these numbers.

Skill 4 - Directions: Place >, <, or = in the \square to make a true number sentence.

$$8 + 6 \left[\begin{array}{c} 4 + 7 \end{array} \right]$$

$$5 + 9 \boxed{7 + 7}$$

$$3 + 4$$
 $2 + 9$

Skill 5 - Directions: Add each set of numbers.

NAME AND

NUMBER_

unit page 1 of 1

CLASS__

Skill 1 - Directions: Subtract,

Skill 3 - Directions: Fill in the missing numbers.

NUMBER	unit page 1 of 1
CLASS	•
Skill 4 - Directions: Write > or make a true number ser	B B
2 PENNIES + 3 PENNIES 5	PENNIES – 1 PENNY
18 INCHES – 7 INCHES 15	INCHES – 8 INCHES
Skill 4 — Directions: Write = or ; make a true number ser	
7 DOZEN + 4 DOZEN 3 DO	OZEN + 2 DOZEN
14 + 3 18 -	· 1
11 – 9 🔲 18 –	16

NAME AND			
NUMBER	 	 	
DATE			
01.466			

unit page 1 of 1

Skill 3 — Directions: Look at the row of stars. Divide the row into thirds by drawing a circle around all the stars in each third.



Look at the row of balls. Divide the row into fourths by drawing a circle around all the balls in each fourth.



Skill 4 – Directions: Look at the row of triangles. Make an X on $\frac{1}{3}$ of them.







Look at the row of circles.

Make an X on $\frac{1}{4}$ of them.

NAME AND NUMBER	
DATE	
01.400	

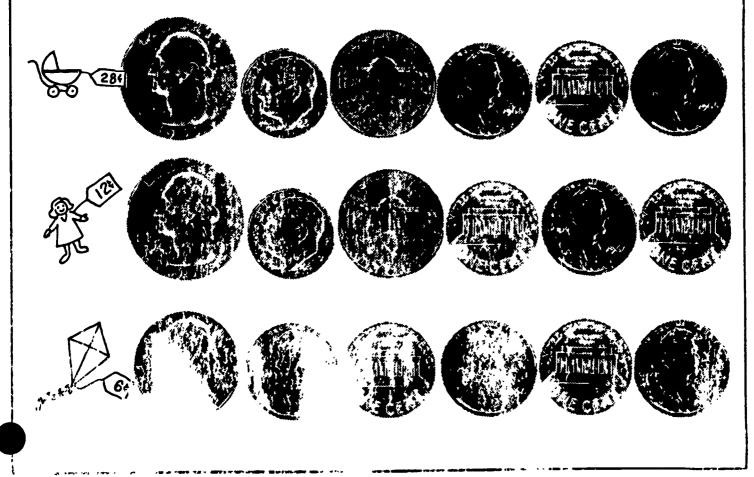
unit page 1 of 1

Skill 1 — Directions: Put an X on the coins in each row that are equal in value to the first coin in the row.



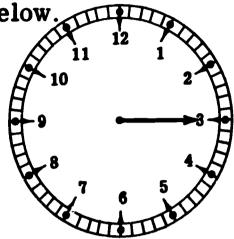
Skill 2 — Directions: Look at the toy in each row.

Draw an X on the coins in that row which are needed to buy the toy.



unit page 1 of 1

Skill 5 - Directions: Use the clock to answer the questions below.



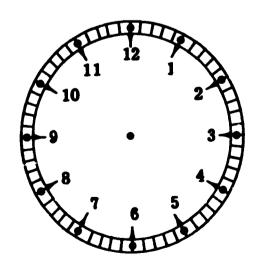
The big hand shows how many minutes after the 12?

Answer

The big hand shows how many minutes before the 12?

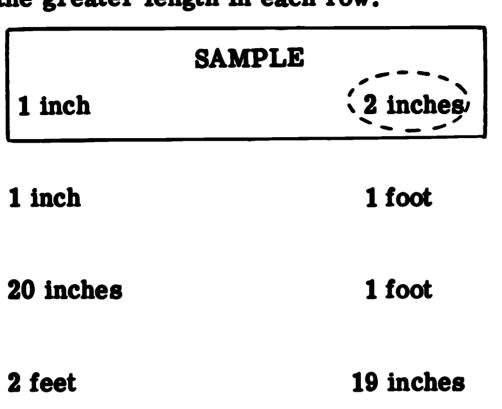
Answer		

Draw a big hand on the clock to show 39 minutes after the 12 and 21 minutes to the 12.



NAME AND NUMBER	unit page 1 of 1
DATE	
CI ASS	

Skill 2 — Directions: Circle the answer that measures the greater length in each row.



Skill 3 — Directions: Circle the correct answer to the questions below.

How many cups does it take to fill a pint?

1 cup 2 cups 3 cups

How many pints does it take to fill a quart?

3 pints 1 pint 2 pints



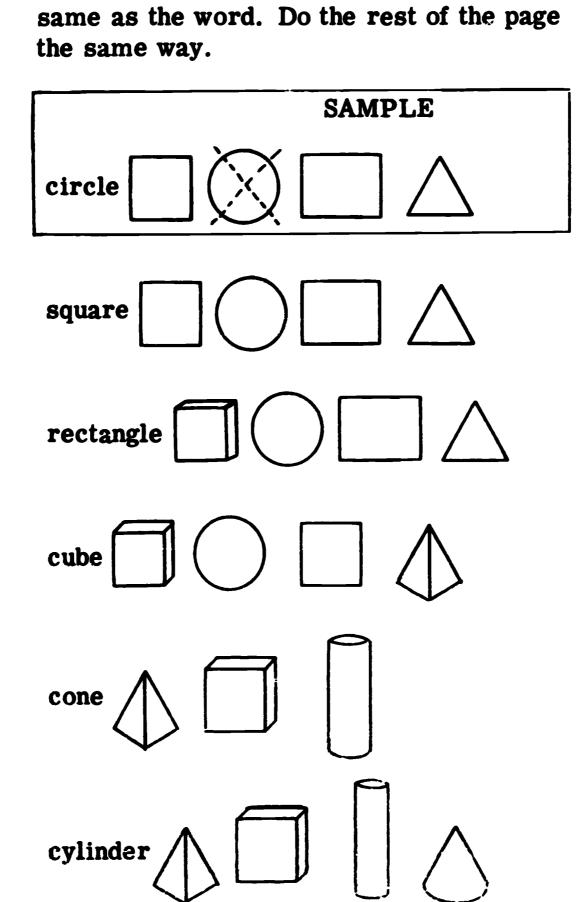
IPI Placement Test

C Geemetry (12)

NAME AND NUMBER	unit page 1 of
DATE	
CLASS	

Skill 1 — Directions: Look at the word in the box.

Put an X on the object which means the same as the word. Do the rest of the page the same way.



SCHOOL CODE	NAME	
	NUMBER	CLASS



MATHEMATICS

Placement Tests

LEVEL D

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Unit: A level of study for a mathematics area; e.g., "B-Numeration," "G-Subtraction."

Objective or Skill: A breakdown of skills within a unit; c.g., "B-Numeration-Skill 1," "B-Numeration-Skill 2."

TABLE OF CONTENTS Level D Placement Test

subject area	unit code	skills tested	comments
Numeration	01	2,3,4,5	
Place Value	02	4, 7, 9	
Addition	03	7,8	
Subtraction	04	4,5	
Multiplication	05	3,4,8	
Division	06	5, 6, 7	
Combination of Processes	07	5	
Fractions	08	3,4	
Money	09	4,5	
Time	10	7,9,10	
Systems of Measurement	11	3,4,5	
Geometry	12	1,2,3,	



NAME AND NUMBER_____

unit page 1 of 1

DATE_____

CLASS_____

Skill 2, 3 — Directions: Fill in the missing numbers in the two rows below.

375	372		360
	1		

607 611 619

Skill 4, 5 — Directions: Write the decimal numerals that mean the same as the fractions below.

$$\frac{41}{100} =$$

NAME AND NUMBER_____

unit page 1 of 1

DATE_____

Skill 4 - Directions: Fill in the blanks.

Skill 7 Directions: Write in the numerals.

$$.59 = \frac{}{10} + \frac{}{100}$$

Skill 9 - Directions: Fill in the place value chart.

	tenths	hundredths
.37		
.75		



NAME AND

NUMBER_____

unit page 1 of 1

DATE_____

CLASS_____

Skill 7 - Directions: Add.

103

493

+ 104

Skill 8 - Directions: Add.

6

9

4

8

8

9

3

+ 5

+ 7



NAME AND NUMBER_____

unit page 1 of 1

DATE_____

CLASS_____

Skill 4 - Directions: Subtract.

603

- 121

Skill 5 - Directions: Subtract.

468

- 179

517

- 449

900

- 21



NAME AND NUMBER_

unit page 1 of 1

CLASS___

Skill 3 - Directions: Multiply.

DATE_____

Skill 4 - Directions: Multiply.

$$4 \times 5 =$$

$$3 \times 4 =$$

Skill 8 - Directions: Read each problem. Write the answer with its label on the lines.

Bob went bowling. In each of three tries, he knocked down 6 pins. How many pins did he knock down altogether?

Answer ____

How many marbles would five boys have altogether if each boy had 4 marbles?

Answer ____



NAME AND NUMBER____

unit page 1 of 1

DATE_____

CLASS___

Skill 5 - Directions: Divide.

$$0 \div 1 =$$

$$5 \div 5 =$$

$$4 \div 1 =$$

Skill 6 - Directions: Divide.

Skill 7 - Directions: Solve the problems. Write your answer with its label on the line.

Mother has 12 cookies. She divided them equally among three boys. How many cookies did each boy get?

(Label)

The teacher wanted some children to carry 25 books to the library. If each child could carry only 5 books, how many children were needed to carry all 25 books?

(Label)

NAME AND NUMBER	unit page 1 of 1
CLASS	-
Skill 5 - Directions: Write > < or = i	n the to make an equation
58 MINUTES - 26 MINUTES 24	MINUTES + 43 MINUTES
2 INCHES + 7 INCHES 1	FOOT - 3 INCHES
2 × 10¢ 25¢	÷ 5
3 × 8 4 × 6	
9 ÷ 3 8 ÷ 4	



NAME AND

NUMBER_____

DATE_____

CLASS____

unit page 1 of 1

Skill 3 - Directions: Add the fractions:

$$\frac{1}{3} + \frac{1}{3} =$$

$$\frac{1}{4}$$

Skill 4 - Directions: Add the following fractions. Write the answer as a whole number.

$$\frac{3}{8} + \frac{5}{8} =$$

$$\frac{7}{6} + \frac{5}{6} =$$



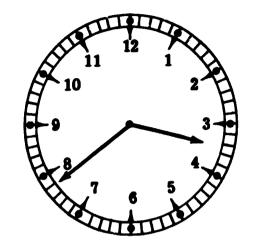
NAME AND

NUMBER	unit page 1 of 1
DATE	
CLASS	,
Skill 4 — Directions: Write the following the dollar sign and decimal personal perso	
One dollar and fifty cents	
Two dollars and six cents	
Seven cents	
Skill 5 — Directions: Solve the problem answer with the dollar sign as	
Betty bought a ball for 33¢. If one dollar, how much change	
	Answer
Marilyn bought a doll for 59¢ How much money did she spe	
	Answer



NAME AND NUMBER	 unit page 1 of 2
DATE	
CLASS	

Skill 7 - Directions: Put in the missing number of minutes.



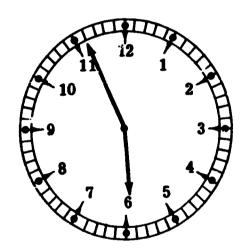
This clock face shows

minutes after 3 o'clock

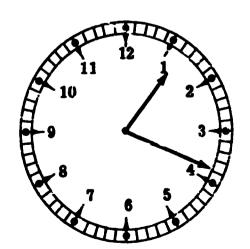
minutes before

4 o'clock

Skill 9 - Directions: Write the time shown by the clock faces.



It is ____ minutes before ____.



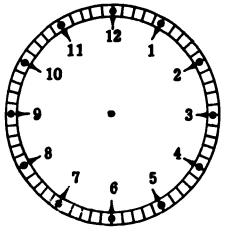
It is ______ minutes after _____.

NAME AND
NUMBER_____
DATE____

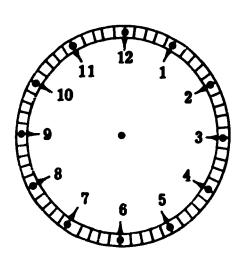
unit page 2 of 2

CLASS_____

Skill 10 - Directions: Draw the hour hands and the minute hands to show the time.



29 minutes after 10 o'clock



13 minutes before 7 o'clock



NAME AND NUMBER	unit page 1 of 2
DATE	
CLA88	
Skill 3 — Directions: Solve each probwith its label on the line.	olem. Write your answer
Jane's sled was a yard and a foot	long. Tom's sled was 5 feet
long. How much longer than Jane'	s sled was Tom's sled?
* ···	Answer
	(label)
Janice mixed 2 gallons of lemonad	e for her party. How many
pints of lemonade did she mix?	
	Answer (label)
Tom sold 3 quarts and 5 pints of ic	ce cream. How many nints
in all did he sell?	or or other live many prince
	Answer
	(label)
Skill 4 — Directions: Use your ruler line to the nearest $\frac{1}{2}$ inch. V blank below.	to measure the length of the Write the measurement in the
	Answer inches



ME AND MBER		unit page	2 of 2
Skill 5 –	Directions: Measure the length $\frac{1}{4}$ inch. Write the measurement	of the line to in the blank i	the nea
	A	nswer	inches



NAME AND NUMBER	unit page 1 of
DATE	•
CI ACC	

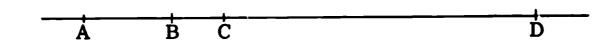
Skill 1 - Directions: Draw a big X on the curve which is an open curve.



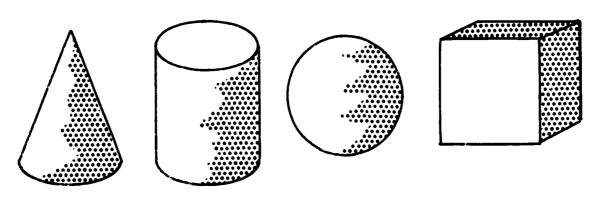
Skill 1 - Directions: Draw a big X on the square corner.



Skill 2 - Directions: Draw a big X on the line segment AB.

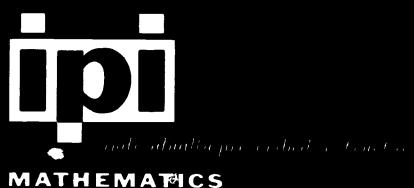


Skill 3 - Directions: Draw a big X on the sphere.





SCHOOL CODE	NAME	
	NUMBER	CLASS



MAINEMAMICS

Placement Tests

LEVEL E

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Unit: A level of study for a mathematics area; e.g., "B-Numeration," "G-Subtraction."

Objective or Skill: A breakdown of skills within a unit; e.g., "B-Numeration-Skill 1," "B-Numeration-Skill 2."

TABLE OF CONTENTS Level E Placement Test

subject area	unit	skills	comments
	code	tested	
Numeration	01	3,7	
Place Value	02	2,3	
Addition	03	4,6	
Subtraction	04	2,3	
Multiplication	05	7, 10, 11	
Division	06	5,7	
Combination			
of Processes	07	7	
Fractions	08	2,6	
Money	09	3,4	
Time	10	4, 5, 2, 7	
Systems of	.,	10565	
Measurement	11	1, 2, 5, 6, 7	
Geometry	12	3, 4, 6, 7, 9	



NAME AND NUMBER	unit page 1 of 1
DATE	
CLASS	

Skill 3 — Directions: Round each number below to the nearest hundred.

499 _____ 30, 093 _____ 2 ____

Skill 7 — Directions: Write the decimal numerals below as mixed fractions.

7.04 ____

26.524 _____

NAME AND NUMBER	unit page 1 of 1
DATE	
CLA98	

Skill 2 — Directions: Write how many ones, tens, hundreds, etc., are in each number. Then write the number as the sum of each of these parts.

Skill 3 — Directions: Write >, or <, in each circle to show how the numbers on each side compare.



IPI Placement Test

E Addition (03)

NAME AND NUMBER	_ unit page 1 of 1
DATE	-
CLASS	
Skill 4 — Directions: Add.	
23,426	43,677
10,607	2,460
276.	41
_	98
Skill 6 — Directions: Solve each proof the line.	oblem. Write the answer
Mother weighs 132 pounds and Harr	ry weighs 65 pounds. Father
said, "I weigh 10 pounds more than	_
How much does father weigh?	
	pounds
Martin's team and Paul's team wer	e in a sticker contest.
Martin's team collected 2014 sticke	ers the first month and 1558
stickers the next month. Paul's tea	m collected 1927 stickers
the first month and 1665 stickers tl	ne next month. Which team
collected more stickers in the two	months, Martin's or Paul's
team?	
	team



IPI Placement Test

E Subtraction (04)

NAME AND NUMBER	unit page 1 of 1
DATE	
CLASS	
Skill 2 — Directions: Subtract.	
43.26	80.30
1.72	7.06
76.	.00
	.93
	roblems. Write your answers lines. When the answer is an ollar sign and point are the
How much change should you r	eceive from a ten dollar bill
if you buy a book for \$2.95 and	a seven-cent pen?
	Answer(label)
500 children went to the fair.	263 of the children were
girls. How many boys were the	ere?
	Answer(label)



NAME AND NUMBER	<u> </u>		unit page 1 o	f 1
DATE				
CLASS				
Skill 7, 1	0 — Direction	s: Multiply.		
	428	27	43	
	<u>× 8</u>	×35	× 56	
Skill 11 -		Solve the problem its label on the li		
	cookies and	ooxes of cookies. 12 vanilla cookies in the 9 boxes?		
				(label)
		school there were		
				(label)



E Division (06)

NAME AND NUMBER	unit page 1 of 1
DATE	
CLASS	
Skill 5 - Directions: Divide.	
2) 59 5) 73	8) 62
Skill 7 — Directions: Solve the problemanswer with its label on the	
The teacher divided 72 per eight children. How many child receive?	
	(label)
Alice had 52 eggs. Ten we rest were white. Alice purcartons with 6 eggs in each cartons did Alice use for	t the white eggs into ch carton. How many
	(label)



E Combination of Processes (07)

NAME AND NUMBER	unit page 1 of 1
DATE	
CLASS	
	oblems. Write your answer with en your answer is an amount of and point are the only labels
Jane had eight cookies. She bo	ught 1/2 dozen more. How
many cookies had she then?	
	(label)
Margaret went to a movie which	ch started at 3:45 P.M. If
the movie lasted 2 hours, 10 m	
	(labei)
Joe had 3 yards of screening.	He made 4 bird cages and
used 2 feet for each cage. How	many feet of screening
did Joe have left?	
	(label)
Marge saved her weekly allow	ance of 15¢ for six weeks.
If she then had a total of \$1.00 before she began to save?	, how much did she have
	(label)
A bus averaged 9 miles to the	gallon. How many gallons of
gas would the bus use on a 540)-mile trip?
	(label)



NAME AND

NUMBER_____

unit page 1 of 1

Skill 2 - Directions: Complete each equation.

$$\frac{3}{7}$$
 of 14 = $\frac{2}{5}$ of 20 = $\frac{2}{5}$

$$\frac{2}{5}$$
 of 20 = _____

$$\frac{5}{6}$$
 of 18 = $\frac{1}{7}$ of 28 = $\frac{1}{7}$

$$\frac{1}{7}$$
 of 28 = _____

Skill 6 - Directions: Add the fractions below. Reduce your answers to the lowest terms.

$$\frac{8}{5} + \frac{7}{5} =$$

$$\frac{8}{5} + \frac{7}{5} = \frac{5}{12} + \frac{1}{12} = \frac{5}{12} + \frac{5}{12} = \frac{5}{12} = \frac{5}{12} + \frac{5}{12} = \frac{5}{12} =$$

$$\frac{3}{7} + \frac{3}{7} =$$

$$\frac{2}{3} + \frac{1}{3} =$$

$$\frac{1}{8} + \frac{5}{8} = \frac{2}{6} + \frac{2}{6} = \frac{2}{6}$$

$$\frac{2}{6} + \frac{2}{6} =$$

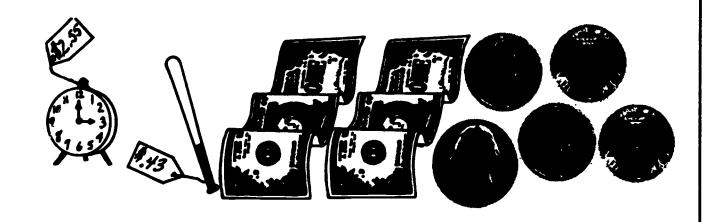
CLASS.

NAME AND		
NUMBER	 _	
- · · · ·		
DATE	 	

unit page 1 of 1

Skill 3 — Directions: Draw an X on the money in each row that show the change you would receive from a five-dollar hill after buying all the toys in that row





Skill 4 — Directions: Multiply or divide in the problems below.

Label each answer with the dollar sign and decimal point.

\$1.68 × 4

2)\$.08

5) \$7.65

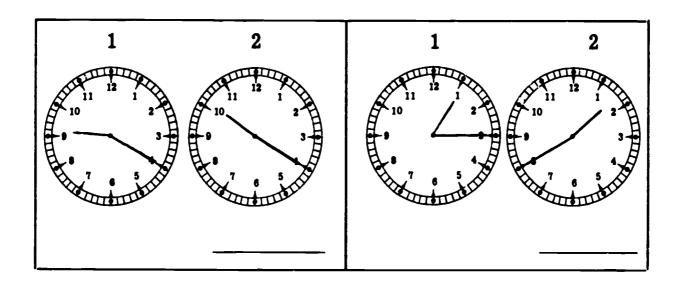


CLASS_

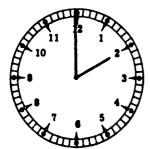
NAME AND NUMBER______

unit page 1 of 2

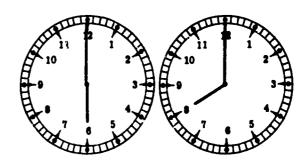
Skill 4 — Directions: On the line in each box write the number of minutes that have passed between the time on the first clock and the time on the second clock.



Skill 5 — Directions: Look at the clock on the left. Put an X on the clock at the right that anwers the question.

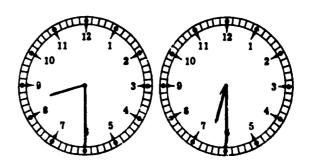


What will the time be 4 hours later?



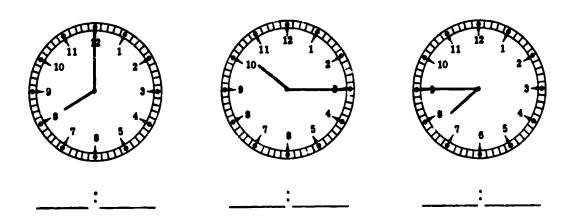


What will the time be $7\frac{1}{2}$ hours later?



NAME AND NUMBER	unit page 2 of 2
DATE	
CLASS	

Skill 2 — Directions: Write the time shown on each clock on the line below it.



Skill 7 — Directions: Solve the following problems. Write your answer with its label on the line.

Tom began his homework at 4:05 and finished at 4:55. How long did he work?

Mary watched a movie from 2:35 until 3:45. How long did it last?



NAME AND NUMBER	unit page 1 of 2
DATE	• 0
CLASS	
Skill 1 - Directions: Solve the problems answers on the lines.	. Write your
If eight ounces of luncheon meat would a pound cost?	cost 34¢, how much
	(Label)
A sign in an elevator read, "This	elevator will
not carry more than one and a ha	alf tons." How
many pounds will the elevator ca	rry?
	(Label)
Skill 3 - Directions: Solve the problem. answer on the line.	Write your
At the speed shown on the speedo	meter, how far
would you travel in 3 hours?	
•	(Label)
SPEEDOMETER Skill 5 - Directions: Solve the problem. answer on the line.	Write your
Mha watu aka da Garaga	
The main street of Oakside was 1	U,560 feet long.
How many miles long was it?	
	(Label)



NAME AND NUMBER	unit page 1 of 1
DATE	
CLASS	

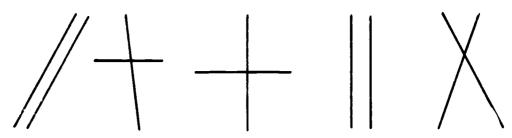
Skill 3 — Directions: Draw a circle around all of the equilateral triangles.



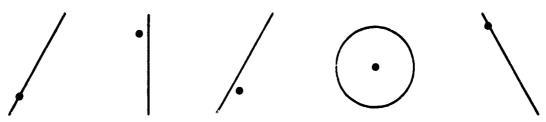
Skill 4 — Directions: Draw a circle around all the lines which look parallel.



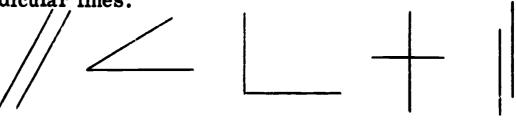
Skill 6 — Directions: Draw a circle around all of the intersecting lines.



Skill 7 — Directions: Draw a circle around all of the lines which have a point shown on them.



Skill 9 — Directions: Draw a circle around all of the perpendicular lines.

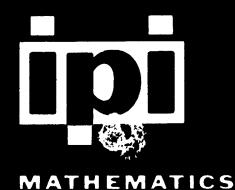


E Systems of Measurement (11)

NAME AND NUMBER	unit page 2 of 2
DATE	<u> </u>
CLASS	_
Skill 6, 7 — Directions: Measure the li and in inches to the neares ments on the correct lines	st inch. Write your measure-
—	
	centimeters
	inches
	_



SCHOOL CODE	NAME	
	NUMBER	CLASS



Placement Tests



Developed by The Testing and Evaluation Staff, Learning Research and Development Center, University of Pittsburgh; Richard Cox, Ph.B., Biroctor

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DEVELOPMENTAL EDITION



IPI TERMINOLOGY

Mathematics Area: A breakdown of the mathematics subject area; i.e., "Numeration," "Place Value," "Addition," etc.

Level: The levels of study in the mathematics areas; i.e., "A," "B," "C," etc.

Unit: A level of study for a mathematics area; e.g., "B-Numeration," "G-Subtraction."

Objective or Skill: A breakdown of skills within a unit; e.g., "B-Numeration-Skill 1," "B-Numeration-Skill 2."

TABLE OF CONTENTS Level F Placement Test

subject area	unit	skills	
	code	_	comments
	code	tested	
Numeration	01	1, 2, 3	
		2,2,0	
Place Value	02	l, 4	
Addition			
addition	03	1,2	
Subtraction	04	1	
Multiplication	05	5, 9, 10	
Division	06	5, 8, 7	
Comb. 44			
Combination			
of Processes	07	3	
Fractions	08	0 10 11	
	100	9, 10, 11	
Time	10	1,3	
Stratom of			
Systems of			
Measurement	11	2	
•			
Geometry	12	5, 6, 7, 8, 9	

NAME AND NUMBER____

unit page 1 of 1

DATE_____ CLASS_____

Skill 1 - Directions: Estimate the answers to the problems below. First round to the nearest thousand, where suitable, then solve the problem.

- 1. 4,753 × 6 = _____
- 2. 126,430 15,987 =

Skill 2 - Directions: Write this number in numerals.

one hundred four thousand, seventy-six _____

Skill 2 - Directions: Write this numeral in words.

501,300

Skill 3 - Directions: Circle all of the prime numbers in this row.

- 50
 - 51

- 52 53 54
- 55



NAME AND NUMBER	unit page 1 of 1
DATE	
OL A 60	

Skill 1 - Directions: Fill in the place-value chart. The first number is done for you.

	Thousands	Hundreds	Tens	Ones
1,293	1	2	9 ·	3
704				
4,025				
7,980				

Skill 4 - Directions: Write each product using exponents.

SAMPLE
$$2 \times 2 = 2^2$$

$$7 \times 7 \times 7 \times 7 \times 7 \times 7 \times 7 =$$

NAME AND

NUMBER_

unit page 1 of 1

DATE_

CLASS_

Skill 1 - Directions: Add.

6,341

6,276

17,865

48,001

+25,947

+ 1,934

Skill 2 - Directions: Add.

147,069

435.6736

+ 76.676

+ 109.105

2.00673

5.30142

7.650

+ 1.00928



F Subtraction (04)

NAME AND

NUMBER____

unit page 1 of 1

CLA88_____

Skill 1 — Directions: Subtract.

247.32

- 16.45

4310.3

-1055.62

218.001

-.935

5.63754

-1.20137

9.7648

-3.097



(label)

I Placement 1631		r muluplication (03)	
NAME AND NUMBER		unit page 1 of 1	
DATE		_	
CLA88			
Skill 5 — Dire	ctions: Multiply.		
	149	965	
	× 256	× 279	
	ctions: Multiply. Ma e right location in yo	ake sure the decimal point is our answer.	
	49.8	75.03	
	× 5.6	<u>×.9</u>	
	ections: Solve the pr wer with its label on	roblems below. Write your the line.	
A moving van	carried 16 boxes of l	books and 23 boxes of dishes.	
If each box we	ighed 26 pounds how	much did all the books and	



dishes weigh?

IPI Placement Test

CLASS_

F Division (06)

NAME AND			
NUMBER	 	 	
DATE		 	

unit page 1 of 1

Skill 4 — Directions: Divide. Write your remainders with a letter R.

79) 418

67) 4408

Skill 7 - Directions: Divide.

5).25

48) 147.36

Skill 6 - Directions: Divide. Write your remainder as a fraction.

8) 83

NAME AND NUMBER	unit page 1 of 1
DATE	
Skill 3 - Directions: Write >, <, o how the quantities on each	or = in each to show a side compare.
13889 — 420	6734 × 2
1271 + 5	319 × 4
45 ÷ 9	2220 ÷ 5
56 + 4	12907 - 12848
748 × 5	7480 ÷ 2



IPI Placement Test

F Fractions (08)

NAME AND NUMBER_____

unit page 1 of 2

DATE_____

CLASS_____

Skill 7 — Directions: Add or subtract the fractions below.

Reduce your answer to lowest terms.

$$\frac{3}{10}$$

$$\frac{2}{3}$$

$$\frac{7}{10}$$

 $+\frac{9}{10}$

$$\frac{7}{9}$$

Skill 10 — Directions: Add or subtract the fractions below. Reduce your answer to lowest terms.

$$7\frac{1}{9}$$

$$4^{\frac{3}{8}}$$

$$+ 8 \frac{1}{4}$$

$$+5\frac{1}{3}$$

$$4\frac{2}{3}$$

$$-1\frac{1}{24}$$

$$-1\frac{1}{2}$$

NAME AND NUMBER_____

unit page 2 of 2

DATE_____

CLA\$S_____

Skill 11 - Directions: Write >, <, or = in each box to show how the two sides compare.

$$(\frac{2}{3} + \frac{1}{6}) - \frac{3}{4}$$
 $(\frac{3}{8} + \frac{3}{6}) - \frac{3}{4}$

$$\frac{2}{13} - \frac{1}{7}$$
 $\frac{7}{8} - \frac{3}{4}$

$$\frac{1}{2}+\frac{2}{3} \qquad \qquad \frac{11}{12}$$

NAME AND NUMBER Unit	page 1 of 1
DATE	
CLA\$8	
Skill 1 - Directions: Solve the problems. Don't in your answer with A.M. or P.M.	forget to label
Jan's plane was due to land at 10:00 A.M. The 3 hours late. What time did the plane land?	plane was
A fire company answered an alarm at 3:07 P.M. fought the fire for 10 hours before it was out. time was it when the fire was finally put out?	
It takes Mr. Hakel 8 hours to drive to New You left at 9:00 A.M., what time would he arrive in	
Skill 3 — Directions: Next to each time from a 2-write the equivalent 12-hour clock time or P.M.	
Time of 24-hour clock Time of 12-	hour clock
07:15	
16:00	



NAME AND NUMBER	unit page 1 of 1
DATE	
C) ACC	

Skill 2 - Directions: Fill in the missing numbers to show equivalent measurements. Here is a table of conversions to help you.

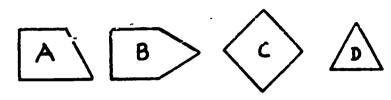
$$12 \text{ yd.} = \underline{\qquad} \text{m.}$$

$$2.275 \text{ m.} = ____ \text{yd.}$$

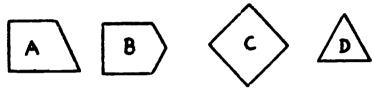
NAME AND NUMBER______ unit page 1 of 2

DATE_______

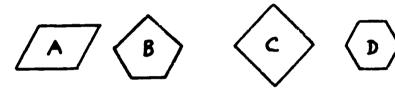
Skill 5 — Directions: On the line in each row, write the letter of the figure named by the word.



trapezoid _



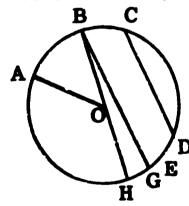
pentagon ____



hexagon

Skill 6 — Directions: Use the figure to answer the question.

Circle the correct answer.



Point "O" is the Center.

1. Which line is a chord?

straight line CD curved line CD AO OB

2. Which line is a diameter?

straight line CD straight line BH HG HE

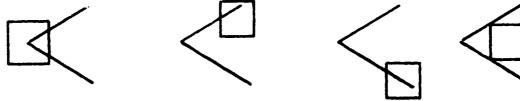
NAME AND NUMBER	unit page 1 of 2
DATE	
CLA\$\$	

Directions: Circle the figure that answers each question.

Skill 7 - Which is a ray?



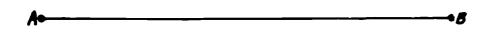
Skill 10 - Whick angle has a box around its vertex?



Skill 8 — Directions: Measure the line below to the nearest eighth of an inch. Write the measurement on the line.



Skill 9 — Directions: Use a compass to bisect line segment AB.





SCHOOL	CODE
]

NAME	
------	--

NUMBER	CLASS
	CLASS



MATHEMATICS

Placement Tests

LEVEL G

Developed by The Testing and Evaluation Staff, Learning Research and Development Center, University of Pittsburgh; Richard Cox, Ph.D., Director

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Unit: A level of study for a mathematics area; e.g., "B-Numeration," "G-Subtraction."

Objective or Skill: A breakdown of skills within a unit; e.g., "B-Numeration-Skill 1," "B-Numeration-Skill 2."

TABLE OF CONTENTS Level G Placement Test

subject area	unit code	skills tested	comments
Numeration	01	3, 5, 8	
Place Value	02	1	
Addition	03	1, 2, 3	
Subtraction	04	1,2,3	
Multiplication	05	5,6	
Division	06	3,4,5	
Combination of Processes	07	4	
Fractions	08	2, 3, 4	
Geometry	12	1, 4, 5, 6, 7	



CLA**SS**_____

NAME AND
NUMBER_____

unit page 1 of 1

Skill 3 — Directions: Draw a ring around each of the following numerals which could appear in a base 5 number system.

6 15 30 50 125 144 454 543 789

Skill 3 — Directions: Write the letter of the best answer in the blank provided.

The numeral 433_{five} means:

a)
$$(4 \times 15) + (1 \times 10) + (3 \times 1)$$

b)
$$(4 \times 25) + (3 \times 10) + (3 \times 1)$$

c)
$$(4 \times 25) + (3 \times 10) + (3 \times 5)$$

d)
$$(4 \times 25) + (3 \times 5) + (3 \times 1)$$

Skill 5 — Directions: Change the following base 5 numbers to base 10 numbers.

Base 5
41_{five} = ______

201_{five} =

Skill 8 — Directions: Write each number below as a number less than 10 times a power of 10.

Sample $31.42 = 3.142 \times 10^{1}$

1,000,000 =

731.6E =

NAME AND NUMBER	unit page 1 of 1
DATE	
CLASS	

Skill 1 - Directions: Complete the chart below. The first one is done for you.

Picture for Base Ten	Picture for Base Five	Number in Base Five
XXXXXXXXX XXXX	XXXXX XXXXX XXXX	24 _{five}
	Base Ten	Base Ten Base Five



NAME AND NUMBER_____

unit page 1 of 1

DATE_____

CLASS_____

Skill 1, 2 — Directions: Add the numbers using the number line to help you.

Skill 3 — Directions: Add. Write your answer as a number times a base with an exponent.

$$5 \times 10^2 + 2 \times 10^2 = \frac{7 \times 10^2}{10^2}$$

$$3.4 \times 10^5 + 1.1 \times 10^5 =$$

$$34 \times 8^6 + 2 \times 8^6 =$$

NAME AND NUMBER_____

unit page 1 of 1

DATE_____

CLASS_____

Skill 1, 2 — Directions: Subtract the number using the number line to help you.

$$(0) - (-3) =$$

Skill 3 -Directions: Subtract. Write your answer as a number times a power base with an exponent.

$$(2 \times 10^2) - (1 \times 10^2) = 1 \times 10^2$$

$$(13 \times 2^5) - (2 \times 2^5) =$$

$$(36 \times 10^9) - (3 \times 10^9) =$$

CLASS____

NAME AND Unit page 1 of 1

DATE______

Skill 5, 6 - Directions: Multiply.

 $7.53 \\ \times .08$

 26.42×13.27

2.65 × .005

9.762 × .42

 $.706 \times 2.41$



CLASS__

NAME AND	
NUMBER	
DATE	

unit page 1 of 1

Skill 3 - Directions: Divide. Write your quotient as a base with an exponent.

$$10^7 \div 10^5 =$$

Skill 4 - Directions: Divide. Carry the quotient to the hundredth place and round to the nearest tenth.

Skill 5 - Directions: Divide. Carry the quotient to the thousandth place and round to the nearest hundredth.



NAME AND NUMBER	unit page 1 of 1
DATE	
CLASS	
Skill 4 - Directions: Solve the word answers.	problems. Label your
Jack walks $\frac{3}{4}$ mile every day on does he walk in 5 days?	his paper route. How far
	(label)
Sam watched the Gemini take off o	n television from -45
minutes to $+25$ minutes. How ma	ny minutes of the take-off
program did Sam watch?	
	(label)
At the beginning of a trip the odo	meter on a truck read
10,463.8 miles. At the end of the	
10,489.3 miles. If the truck trave	eled 5 miles on each gallon
of gas, how many gallons of gas di	id the truck use on the trip?
	(label)
John uses $1 - \frac{1}{3}$ yards of string formany kites can be make with a 40	
	(label)
Betty has $2 - \frac{1}{2}$ pies to serve 10 of a pie will each person get?	people equally. What fraction
	(label)



NAME AND

NUMBER_____

unit page 1 of 1

CLASS____

Skill 2 - Directions: Multiply. Reduce your answers to lowest terms.

$$\frac{2}{3} \times \frac{1}{2} = \underline{\hspace{1cm}}$$

$$\frac{2}{3} \times \frac{1}{2} =$$
 $7 \frac{1}{6} \times \frac{3}{16} =$

$$10\frac{1}{2}\times\frac{2}{55}=$$

Skill 3 - Directions: Divide. Reduce your answers to lowest terms.

$$\frac{1}{3} \div \frac{2}{3} = \underline{\hspace{1cm}}$$

$$\frac{1}{3} \div \frac{2}{3} = \underline{\hspace{1cm}}$$
 $\frac{3}{10} \div \frac{6}{5} = \underline{\hspace{1cm}}$

$$\frac{5}{6} \div \frac{3}{4} = \underline{\hspace{1cm}}$$

$$\frac{5}{6} \div \frac{3}{4} = \frac{3}{17} \div \frac{6}{34} = \frac{3}{17} \div \frac{6}{17} =$$

Skill 4 - Directions: Find the value of the expressions below.

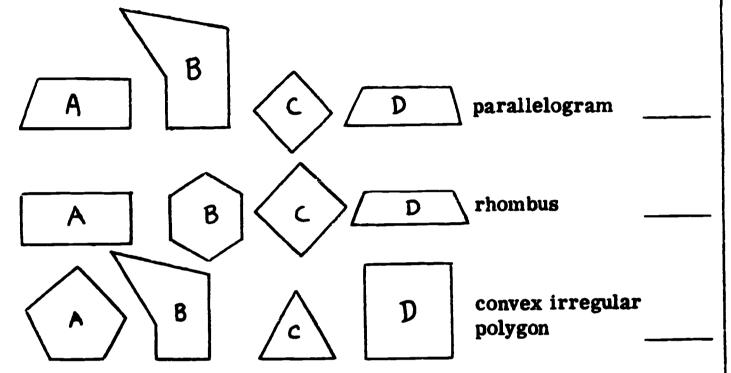
$$\left(\frac{1}{3}\right)^3 = \underline{\qquad \qquad \left(\frac{2}{3}\right)^4} = \underline{\qquad \qquad }$$

$$\left(\frac{2}{3}\right)^4 = \underline{\hspace{1cm}}$$

$$\left(\frac{1}{4}\right)^3 = \underline{\hspace{1cm}}$$

NAME AND NUMBER	unit page 1 of 2
DATE	
CLASS	

Skill 1 — Directions: Next to each name below, write the letter of the figure named by the word.



Skill 4 — Directions: Write the letter of the correct answer to each question on the line next to the question.

Which of the following is the value of pi (π) correct to the hundredths place?_____

- a) 3.27
- c) 4.17
- b) 4.35
- d) 3.14

How could you find the value of pi (π) ?_____

- a) Divide the circumference of a circle by its diameter.
- b) Multiply the circumference of a circle by its radius.
- c) Divide the radius of a circle by its circumference.
- d) Multiply the diameter of a circle by its circumference.



NAME AND NUMBER_____

unit page 2 of 2

DATE_____

CLASS_____

Skill 5, 6 - Directions: Find the area and circumference of the circle. Label your measurements.

$$(A = \pi r^2; c = \pi d)$$



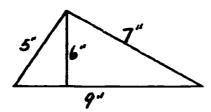
Diameter = 3 feet

Circumference =

Area = _____

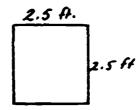
Skill 7 — Directions: Find the perimeters and areas of the following.

(Area of a triangle = 1/2 BH)



Perimeter =

Area = _____



Perimeter =

Area =

What are the procedures followed in IPI Placement Testing?

In introducing a student into the Continuum, start with a Level of Placement Tests that allows a student to begin on Units he can do, and permit him to move on to other Levels until he encounters a Unit he cannot do. Past experience with student performance on Placement Tests offers us the following general pattern for selecting the tests:

Grade	Use Level Placement Tests
1	В
2	B and C
3	C and D
4	D and E
5	E and F
6	F

For example, a third grade teacher selects Level C Placement Tests to start placement testing with the students in the class. The teacher helps individual students in reading directions and doing sample problems if they need help while taking the tests. Clerical aides correct the tests and fill out a Profile sheet for each student with the scores of Level C Placement Tests.



The following table represents Level C Placement Tests and summarizes the performance of one of the third graders on the test:

<u>Units</u>	Number of Skills in Units	Skills Tested	Scores*
C-Numeration	7	4,5,6,7	60%
C-Place Value	5	2,5	60%
C-Addition	5	3,4,5	80%
C-Subtraction	4	1,3	80%
C-Combination of Processes	6	4	20%
C-Fractions	5	3,4	25%
C-Money	3	1,2	100%
C-Time	5	5	33%
C-Systems of Measurement	3	2,3	60%
C-Geometry	2	1	100%

*Mastery Criterion: 80%

With these scores in hand, the teacher must make a number of decisions about this student: In which Units has he placed?; Does he need further testing?; If so, at the next higher or next lower level?

The following guidelines help to make these decisions.



Guidelines for Placing Students in IPI Mathematics:

- 1. 80% or above on any one unit indicates the student should be tested on the next higher level of that area.

 In our example, the student scored 80% or higher in C-Addition, C-Subtraction, C-Money and C-Geometry. This means he should be tested in these four areas on Level D (D-Add., D-Sub., D-M., D-Geom.) and so on through the levels until he scores under 80% in these Areas.
- 2. Areas appearing for the first time on a level being tested should also be included in placement testing.

 In our example, the student would be also tested in D-Mult. and D-Div., two Areas that start on Level D.
- Over 20%-under 80% on any one unit indicates a student has been placed in the unit and is ready for pretesting in the unit.

 In our example, the student scored over 20% and under 80% in C-Numeration, C-Place Value, C-Fractions, C-Time and C-Systems of Measurement. His placement testing in these areas stops and he is placed in these units.
- 4. 20% or under on any one unit indicates that the student must be placed in a unit on a lower level. This means he should be tested on the next lower level of that Area until he scores over 20% and under 80%. At this point then, he is placed.

 In our example, the student scored 20% or below on C-Combination of Processes. This means he should be tested in B-COP. However, since there is no such unit in the Continuum, the teacher places him in C-COP. Let us suppose he had tested below 20% in some other area that extends into lower levels, for instance, in C-Num. He, then, would be placement tested in B-Num., the next lower level.

Some decisions are clear cut, particularly when the test scores on the Placement Tests fall well within the ranges indicated. It is the borderline cases of 80% and 20% that require the teacher to examine the test item(s) missed to decide if the student should be placed in the unit or given a different Level Placement Test.



As placement testing proceeds, the teacher selects only those Areas in additional Level Placement Tests needed to complete the student's placement. At this time, the teacher may decide to finish all the placement testing for the student and get a complete profile of his placement in the Continuum before proceeding to pretesting. This procedure of intensive placement testing is frequently discouraging and frustrating to the student. He wants to learn something. IPI teachers usually balance continued placement testing with starting a student on work in a unit in which he has already been placed. In this way, the student can start working on prescriptions while finishing his placement testing.

EXERCISES

The following Arithmetic Placement Score Profile is one prepared for Joan Wiley, a first grader in Room 14. Her school happens to use Student Numbers. This student information is filled in on the Trofile sheet by the aide.

Joan's reacher started administering Level B Placement Tests to the class on September 21 and the date is entered in the first box only in the column, Date of Test. The aide has corrected all the Tests and entered the scores and percentages for each student on a Profile sheet. Joans's Level B Placement Tests scores are also entered on her Profile sheet.

Examine the percentages on Joan's Profile sheet carefully. What decisions would you make concerning Joan? Use the page that accompanies the Profile sheet to record your decisions.



ARITHMETIC PLACEMENT SCURE PRUFILE Joan Wiley STUDENT NUMBER NAME SCHOOL STAMP P. 2-3 KEYPUNCH SAMPLE GRADE TO P. 7 P. 17-18 P. 16 P. 14-15 PLACED AT ROOM MATH. AREA % OF PLACEMENT CODE **LEVEL 3**5 01 PLACED DATE MATH MATHEMATICS PLACEMENT LEVELS B---I OF TEST AREA AREA LEVEL E P. 10-13 C D MAX. PTS. 10 SCORE Ø1 NUMERATION 90 MAX. PTS. **SCORE** PLACE VALUE Ø2 % 60 MAX. PTS. **SCORE ADDITION** Ø3 MAX. PTS. SUBTRACTION Ø4 SCORE MAX. PTS. ø5 MULTIPLICATION **SCORE** MAX. PTS. DIVISION SCORE Ø6 MAX. PTS. **COMBINATION OF** Ø7 **SCORE PROCESSES** % MAX. PTS. **FRACTIONS** Ø8 **SCORE** 60 % MAX. PTS. Ø9 MONEY **SCORE** 5 % MAX. PTS. TIME SCORE 10 % MAX. PTS. SYSTEMS OF SCORE 11 MEASUREMENT % MAX. PTS. **GEOMETRY SCORE** 12

100

62

MAX. PTS.

SCORE

%

34



ADDITION

SUBTRACTION

AND

On the Profile sheet the teacher fills in "B" in the column headed Placed at Level for those areas in which Joan has placed. The teacher also assigns Level C Placement Tests to Joan and directs her to do only C-Num., C-M., C-T., C-G., as well as C-COP which starts at Level C. These later tests are corrected by the aide, and the scores and percentages are recorded on the same Profile sheet. The sheet is returned to the teacher. This will look like Profile sheet #2. Notice that Joan has been placed in Level B for P.V., Frac., SOM and Add-Sub. Also, she has been placed in Level C for the separate Areas of Add. and Sub. based upon her performance in the combined Add.-Sub. test. This is an exception to the placement guidelines that first and second grade teachers must remember: When a student places in Level B on the combined Add.-Sub. test, he is automatically placed in C-Add. and C-Sub. also. (Add. and Sub. as separate Areas start on Level C.)

Examine the percentages of the Level C Tests on Sheet #2. Indicate your decision in the column headed <u>Placed at Level</u> by inserting the letter of the Level at which Joan has placed. Compare this sheet with Profile sheet #3 which follows Sheet #2.

USE YOUR 5 X 8 CARD TO UNCOVER THE ITEMS AND ANSWERS. FILL IN THE PERCENTAGES NEXT TO THE UNITS. INDICATE YOUR DECISION IN THE DECISION COLUMN BY FILLING IN: Placed, Test in next higher level, or lest in next lower level.

Annathan with developing	
90	Test in next higher level.
60	Placed
60	Placed
100	Test in next higher level.
89	Test in next higher level.
60	Placed
100	Test in next higher level.
62	Placed
	60 60 100 89 60 100

TURN TO NEXT PAGE FOR EXPLANATION OF B-PLACEMENT AND FURTHER FLACEMENT TESTING.

ERIC CAMULTON PROVIDED BY ERIC

STUDENT MATHEMATICS Joan Wiley STUDENT NAME NUMBER P-4 SCHOOL STAMP P. 2-3 TO P. 78

85

19 KADE KEYPUNCH SAMPLE P. 17-18 P. 16 P. 14-15 MATH. AREA CODE 01 MOOI PLACED AT LEVEL % OF PLACEMENT

MATHEMATICS AREA	DATE OF TEST	MATH AREA CODE	PLACEMENT LEVELS B-I									
	P. 10-13			8	C	D	E	F	G	Н	I	
ya ayin da a a a a a a a a a a a a a a a a a a			MAX. PTS.	10	5			1	<u> </u>			
NUMERATION	9/21	ØI	SCORE	9	0			<u> </u>	1			1
	4.	1	%	90	0			1	1	1	1	1
			MAX. PTS.	5								
PLACE VALUE		\$ 2	SCORE	3		1			<u> </u>		 	B
	,		%	40					1			
	-		MAX. PTS.						T -			1
ADDITION		ø3	SCORE		Ť	1		1	 	 		1
			%					1	<u> </u>			
IRTRACTION			MAX. PTS.									
UBTRACTION		94	SCORE					1	1	1	1	1
			%	1	<u> </u>	1			 			
			MAX. PTS.						<u> </u>			
MULTIPLICATION		ø 5	SCORE	†	†	1		 -	 	 	<u> </u>	1
			%		<u>†</u>	1		<u> </u>	 		 	1
			MAX. PTS.									†
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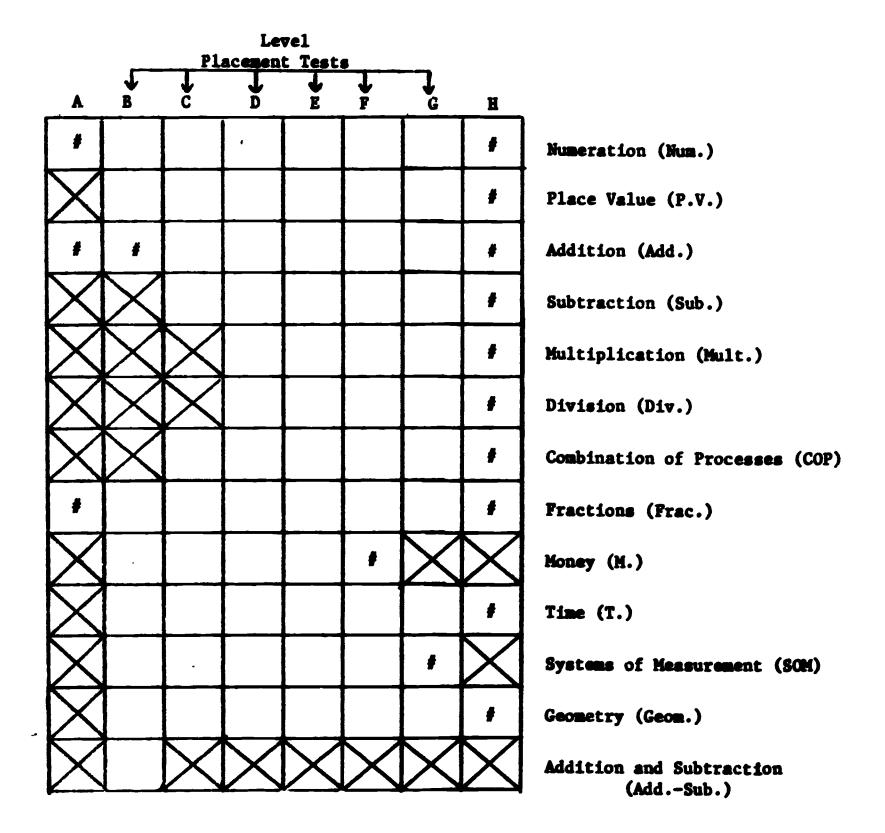


ADDITION

AND SUBTRACTION

Profile sheet #3 represents the original sheet with all the entries that have accumulated since the beginning of placement testing. Placement testing has placed Joan in all Areas except for Mult. and Div. She is automatically placed in D-Mult. and D-Div. These Areas start at Level D and Joan will go into them as she will go into the remaining Units in the order in which she encounters them in the sequence.

ERIC Full Text Provided by ERIC



X = No existing units

= No Placement Test for this unit

Reference Chart: IPI MATHEMATICS CONTINUUM PLACEMENT TESTS

Remember, placement testing is used to <u>start</u> a student in <u>each</u> Area of the Continuum. Once the student has been placed in <u>each</u> Area as Joan has been, Placement Tests are no longer needed for testing purposes. Occasionally, when a teacher has exceptional difficulty in diagnosing a pupil's persistent; oblem in a particular unit, the teacher will <u>reexamine</u> the student's placement tests in that Area. This is done in order to determine if any of the lower levels are the source of weakness.



EXERCISE

What decisions would you make for the five students whose Placement Tests scores are recorded on the following Profile sheets?

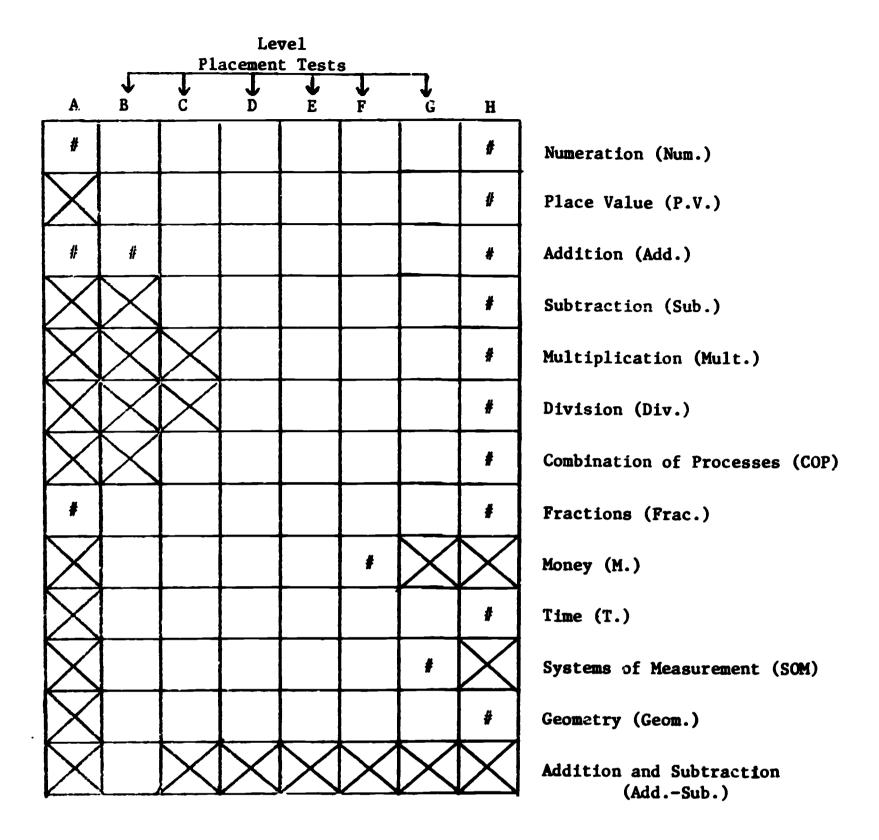
Two reference charts: <u>IPI Mathematics Continuum Placement Tests</u> and <u>Guidelines for Placing Students in Mathematics Continuum</u> are included for your use.

Each set of sheets represents the same Profile sheet for each student at different stages in placement testing. Normally, test scores are added on to a single Profile sheet as the student continues his testing.

- 1. Review the charts.
- 2. Read the directions for completing this exercise. They follow the charts.
- 3. Refer to the charts to help you place the five students.







X = No existing units
= No Placement Test for this unit

Reference Chart: IPI MATHEMATICS CONTINUUM PLACEMENT TESTS



Reference chart: GUIDELINES FOR PLACING STUDENTS IN MATHEMATICS CONTINUUM

- 1. 80% or above on any one unit indicates that the student has mastery of the unit and should be tested on next higher level of that area. EXAMPLE: 80+% in D-Num. indicates that E-Num. Placement Test should be given.
 - (a) If the student scores 80+% on the <u>next to highest level</u> in any area, he is <u>automatically placed</u> in the highest level of the area.

EXAMPLE: If 90% in E-Money (next to highest level in Money), then automatic placement in F-Money (highest level in Money).

- 2. 21% 79% on any one unit indicates a student does not have mastery of the unit and should be placed in the unit.

 EXAMPLE: 63% in E-Add. indicates that the student should be placed in E-Add.
- 3. 0 20% on any one unit indicates that the student does not have the minimum skills needed to place in this unit, and he should be tested on the next lower level of that area.

 EXAMPLE: 16% in F-Frac. indicates that E-Frac. Placement Test should
 - (a) If the student scores 80% or above in this next lower level of the area (indicating mastery of the level), return him to the original unit and place him in it.

 EXAMPLE: If 16% in F-Frac. and then 85% in E-Frac., place the student in F-Frac.
 - (b) If the student scores 21 79% in the next lower level of the area, place him in this unit. EXAMPLE: If 16% in F-Frac. and then 60% in E-Frac., place the student in E-Frac.
 - (c) If the student scores <u>0 20%</u> in the next lower level of the area, <u>continue taking him back</u> into lower levels of the area <u>until he can be placed</u> (21 79%). If there are <u>no lower levels</u> for the area, <u>place him on the lowest level</u> in the area.



be given.

EXAMPLE: If 10% on F-Mult. and then 0% on E-Mult., automatically place the student in D-Mult. which is lowest level in Mult.

4. When a student continues placement testing on any level, he must take the tests in the assigned areas as well as in the areas that start on that level.

EXAMPLE: A student is assigned to take additional tests on Level C in Num., P.V., Frac. He must take the C-COP test also, since it starts on Level C.

A student is assigned to take additional tests in Level D. He must also take D-Mult. and D-Div. which start on Level D.

5. There are times when a student <u>does not encounter an area</u> in his placement testing. This occurs when the <u>area starts at a level higher than the level of the Placement Tests</u> taken. In this case, <u>place</u> the student automatically <u>on the starting level of the area</u>.

EXAMPLE: A student has taken B and C Placement Tests and is placed in all areas except Mult. and Div. Mult. and Div. start on Level D.

The sident is automatically placed in D-Mult. and D-Div.

6. Level B-Add.-Sub. is a special case.

A student takes B-Add.-Sub. test as part of B Placement Tests:

- (a) Any student scoring 0 20% in B-Add. Sub. is placed in A-Add., B-Add.-Sub., C-Add., and C-Sub. These three levels are entered simultaneously on the Profile sheet.
- (b) Any student scoring 21 79% in B-Add.-Sub. is placed in B-Add.-Sub., C-Add. and C-Sub. These three levels are entered simultaneously on the Profile sheet.
- (c) Any student scoring 80+% in B-Add.-Sub. indicates mastery of the unit. Do not make any entry on the Profile sheet. He is then tested in C-Add. and C-Sub., and from this point on the usual placement guidelines are followed.

OR

A student takes B-Add.-Sub. test when he has scored 0 - 20% on either C-Add. or C-Sub. This is a case of a student being moved back for addi-



tional testing.

- (a) Any student scoring 0 20%. (See (a) above.)
- (b) Any student scoring 21 79%. (See (b) above.)
- (c) Any student scoring 80+% in B-Add.-Sub. is automatically placed in C-Add. and C-Sub. This is a case of returning a student to the original unit and placing him in it.

 EXAMPLE: If 85% in B-Add.-Sub., place in C-Add. and C-Sub.



Directions

- 1. Examine the percentages on Sheet #1. Using the placement guidelines, decide whether or not the student is placed or if he needs additional testing.
- If the student is placed in an Area, indicate this by filling in the Level at which he places under <u>Placed at Level</u>.
 If the student needs further testing, do not fill in anything.
- Turn to Sheet #2 and compare your placements with those on the sheet.

 Also, examine the percentages entered for the additional testing the student has taken.
- If the student can be placed in the additional Areas now, fill in the Level at which he places under <u>Placed at Level</u>.

 If the student still needs additional testing in the remaining areas, do not fill in anything.
- Examine the percentages entered for the continued testing.

 Continue this process until the student is placed in <u>each</u> Area,

 either through testing or automatic assignment to a Level.
- 6. Refer to the Continuum charts and Placement Tests as needed.
- Read the summary of each student's placement. This follows each set and will give you a total picture of how the student is placed.



ARITHMETIC PLACEMENT SCORE PROFILE Sheet 1 John Rocco STUDENT NUMBER STUDENT NAME P-4 CHOOL STAMP P. 2-3 GRADE KEYPUNCH SAMPLE TO P. 78 P. 17-18 P. P. 16 P. 14-15 MATH. AREA CODE 01 PLACED AT LEVEL ROOM % OF PLACEMENT 85 В

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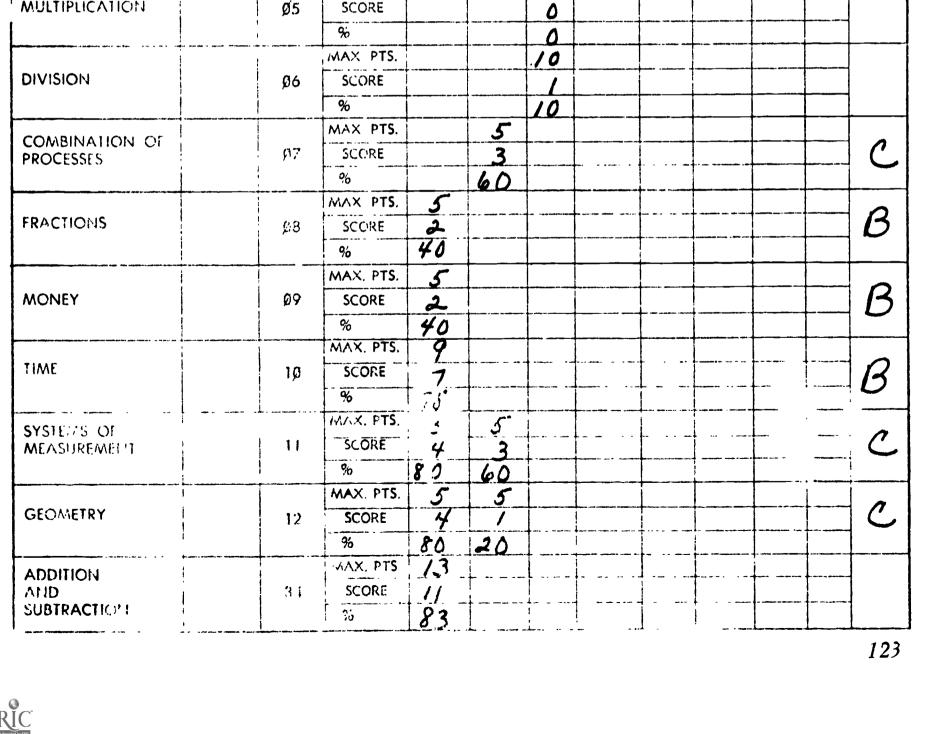
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ERIC Full Year Provided by ERIC

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Summary of Placement Testing for John Rocco

- Teacher selects B-Placement Tests for this second grader.
- 2. The teacher administers B-Placement rests.

The aide scores the Tests and enteres the Level B test scores on John's Profile sheet.

- 3. The teacher skamines the Profile sheet and places John in Level B in Frac., M., T (scores between 21-79%). Assigns C-Placement Tests in Num., F.V., Add., Sub., COP, SOM, Geom. (scores 80% or over). These are all Areas in which he is not yet placed.
- 4. Teacher administers Tests. Aide scores Tests and adds scores to Profile sheet.
- 5. The todather examines the Profile sheet and is able to place John in Level C in Num., P.V., Add., COP, SOM, Geom. (21-79%). Assigns D-Placement Tests in Sub., Mult., Div., (80% or over).
- 6. feacher administers tests. Aide scores tests and adds test scores
- 7. Teacher examines the Profile sheet and is able to place John in Level D in Sub., Mult., Div. John has been placed in each Area.



ARITHMETIC PLACEMENT SCORE PROFILE STUDENT Philip Johnson STUDENT NUMBER SCHOOL STAMP P. 2-3 STADE KEYPUNCH SAMPLE TO P. 78 P. 14-15 P. 16 P. 17-18 ROOM MATH. AREA PLACED AT % OF PLACEMENT CODE **LEVEL** 01 75 DATE MATH **MATHEMATICS** PLACED OF AREA PLACEMENT LEVELS B-I AT LEVEL **AREA** TEST CODE P. 10-13 C E Ī MAX. PTS. SCORE NUMERATION ØI % 100 MAX. PTS. 5 **PLACE VALUE SCORE** Ø2 % '00 MAX. PTS. **ADDITION SCORE** Ø3 10 MAX. PTS. /0 SUBTRACTION **SCORE Ø**4 % 90 MAX. PTS. MULTIPLICATION **SCORE Ø**5 % MAX. PTS. DIVISION **SCORE B6** % MAX. PTS. 5 COMBINATION OF 97 SCORE **PROCESSES** 2 % 40 MAX. PTS. FRACTIONS èЯ **SCORE** % MAX. PTS. MONEY 39 SCORE 5 % MAX. PTS. TIME 10 SCORE % MAX. PTS. SYSTEMS OF SCORE **MEASUREMENT** 1? % 60 MAX. PTS. **GEOMETRY** 12 **SCORE** % ION MAX. PTS. **ADDITION** AND 34 SCORE

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SUBTRACTION

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STUDENT Philip Johnson STUDENT NUMBER 4
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PLACEMENT SCORE PROFILE

Sheet 3

JANE & Hilip Johnson

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GRADE

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--HOOL STAMP

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Summary of Placement Testing for Philip Johnson

1. Teacher selects and administers Level C-Placement Tests to this third grader.

The aide scores the tests and enters Level C test scores on Philip's Profile sheet.

- 2. The teacher examines the Profile sheet and places Philip on Level C in COP, T, SOM (21-79%). Assigns Level B Placement Test in Frac. (0-20%); Level D Placement Tests in Num., P.V., Add., Sub., Mult., Div., M., Geom. (80% or over), or Area starts on that Level.
- 3. Teacher administers tests. Aide scores tests and adds test scores to Profile sheet.
- 4. The teacher <u>examines</u> the Profile sheet and is able to <u>place</u> Philip on Level B in Frac. and in Level D all the remaining Areas (21-79%) Philip has been <u>placed</u> in <u>each</u> Area. Placement Testing for Philip is completed.



				STUDEN'						MATHEMATICS						
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ADDITION		Ø3	SCORE		10	3						
		į.	%		100	60						1
			MAX. PTS.		10	5						
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			%			100]
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DIVISION	ø6	SCORE			10							
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ARITHMETIC PLACEMENT SCORE PROFILE Joan Morgan STUDENT STUDENT NUMBER NAME P. 2-3 HOOL STAMP GRADE KEYPUNCH SAMPLE TO P. 78 P. 17-18 P. 14-15 P. 16 PLACED AT ROOM MATH. AREA % OF PLACEMENT LEVEL CODE 85 01 PLACED MATH DATE MATHEMATICS PLACEMENT LEVELS B--I AT LEVEL AREA OF AREA TEST CODE I F. 10-13 C D E MAX PTS. 5 SCORE ØI NUMERATION 0 % 80 00 MAX. PTS. **SCORE** PLACE VALUE 2 Ø2 5 40 '00 MAX. PTS. 10 **SCORE** ADDITION ØЗ 10 % 60 DΔ MAX. PTS. 10 **SCORE** SUBTRACTION Ø4 3 9 % 60 MAX. PTS. 5 10 MULTIPLICATION **SCORE** Ø5 10 % 70 100 MAX. PTS. 10 5 DIVISION **SCORE** Ø6 10 % 20 100 MAX. PTS. **COMBINATION OF** Ø7 **SCORE** 3 **PROCESSES** % 60

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AND		34	SCORE					1				1 4
SUBTRACTION		1	96					<u></u>	†·	T		П



Summary of Placement Testing for Joan Morgan

- The teacher selects and administers C-Placement Tests to this fourth grader.
 The aide scores the tests and enters Level C test scores on Joan's Profile sheets.
- 2. The teacher examines the Profile sheet and places Joan on Level C in COP, Frac., T (21-79%). Assigns Level D Placement Tests in Num., P.V., Add., Sub., Mult., Div., M., SOM, Geom. (80% or over, or Area starts on that Level).
- 3. The teacher administers the tests. Aide scores the tests and adds the test scores to Profile sheet.
- 4. The teacher examines the Profile sheet and is able to place Joan on Level D in P.V., Add., Sub., SOM, Geom. (21-79%). Assigns Level E Placement Tests in Num., Mult., Div., M. (80% or over).
- 5. The teacher administers the tests. Aide scores the tests and adds the test scores to the Profile sheet.
- 6. The teacher examines the Profile sheet and is able to place Joan in Level E in the remaining Areas (21-79%). Joan has been placed in each Area. Placement Testing for Joan is completed.



You may skip the rest of this exercise, if you have placed the 3 preceding students accurately.



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			STUDEN	IT do	ميه	h W	A. 10	لمو	STUDE NUMI	NT	MATHEN		; 6	т .
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COMBINATION OF			MAX, PTS.			5						
PROCESSES		Ø 7	SCORE			2						
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			MAX. PTS.			5	5					
MONEY		Ø9	SCORE			4	4					
			%			80	80					<u> </u>
TIME			MAX. PTS.			6	5					
TIME	İ	19	SCORE			6	4					
			%			100	80					
SYSTEMS OF			MAX. PTS.		5	5						
MEASUREMENT		11	SCORE		4	/						
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ARITHMETIC PLACEMENT SCORE PROFILE Goseph Howard STUDENT NUMBER **STUDENT** NAME SCHOOL STAMP P-4 P. 2-3 **GRADE** KEYPUNCH SAMPLE TO P. 78 P. 14-15 P. 16 P. 17-18 ROOM MATH. AREA PLACED AT % OF PLACEMENT CODE LEVEL 01 85 DATE MATH PLACED MATHEMATICS OF **AREA** PLACEMENT LEVELS B-I AT LEVEL AREA TEST CODE P. 10-13 В C D F I Ε G Н MAX. PTS. 5 5 SCORE **NUMERATION** ØI 4 2 96 80 40 MAX. PTS. 5 PLACE VALUE **SCORE** Ø2 2 % 40 MAX. PTS. 5 5 **ADDITION** SCORE ØЗ 3 5 % 60 80 100 MAY PTS. 5 5 SUBTRACTION Ø4 SCORE 4 3 *20* 100 60 MAX. PTS. 5 10 É MULTIPLICATION Ø5 **SCORE** 3 10 *'00* 60 MAX. PTS. 10 **DIVISION SCORE** Ø6 3 96 60 80 MAX. PTS. **COMBINATION OF Ø7 SCORE PROCESSES** % 40 MAX. PTS. 5 **FRACTIONS** Ø8 3 **SCORE** % 60 MAX. PTS. MONEY Ø9 **SCORE** 80 30 MAX. PTS. TIME SCORE 10 1 % 100 20 20 MAX. PTS. SYSTEMS OF SCORE 11 **MEASUREMENT** 1 20 80 MAX. PTS. 4 **GEOMETRY** 12 **SCORE**

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MATHEMATICS AREA	DATE OF TEST	MATH AREA CODE				PLACE	MENT L	EVELS	B—I			PLACE AT LEVEL	ı
	P. 10-13			В	С	D	E	F	G	Н	I		

AREA	OF TEST	AREA				PLAC	EMENT	LEVELS	B—I			LEVEL
	P. 10-13			8	С	D	F	F	G	Н	I	
			MAX PTS.			5	5					
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			%			80	40			 		
			MAX. PTS.			5		Ī				
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Summary of Placement Testing for Joseph Howard

This summary will consist of a set of statements about Joseph's placement testing. It will be understood that the teacher makes all the professional decisions and that the aide performs all the clerical duties.

- 1. Level D-Placement Tests are taken by Joseph.
- Student is <u>placed</u> on Level D in P.V., COP, Frac. <u>Assigned</u> to take Level E tests in Num., Add., Sub., Mult., Div., M., T (80% or over); also <u>assigned</u> to take Level C tests in SOM (borderline 20%) and Geom. (0-20%).
- 3. Student is <u>placed</u> on Level E in Num., Mult., Div. (21-79%); on Level D in SOM since Joseph has passed Level C; on Level C in Geom. (21-79%). <u>Assigned</u> to Level F tests in Add., Sub., T. (Automatic placement in Level F-M. which is highest unit.)
- 4. Student is placed on Level F in the remaining Areas (21-79%).
- 5. Placement testing is completed.



ARITHMETIC PLACEMENT SCORE PROFILE STUDENT Kate Brown STUDENT NUMBER SCHOOL STAMP P. 2-3 GRADE KEYPUNCH SAMPLE TO P. 78 P. 14-15 P. 16 P. 17-18 MATH. AREA CCDE PLACED AT LEVEL ROOM 10 % OF PLACEMENT 85 01

MATHEMATICS AREA	OF TEST	MATH AREA CODE				PLACE	MENT	LEVELS	B—I			PLACED AT LEVEL
	P. 10-13			В	C	D	E	F	G	Н	Ī	
			MAX PTS.		1	5						
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			MAX. PTS.			5						
PLACE VALUE		Ø2	SCORE			5		1				1
			%			100			1			1
			MAX. PTS.			5				1	T	
ADDITION		ø3	SCORE	-	1	5		1	1	1	1	1
			%		 	100		 		† 	i	1
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SUBTRACTION		Ø4	SCORE			5		1				1
			%	-		100		-		 	†	1
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SCHOOL STAMP P. 2-3 STUDENT NAME Kate Brown NUMBER

T MATHEMATICS

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P-4 5 6 7

[D] Sheet 2

ROOM / / / / / /

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ARITHMETIC PLACEMENT SCUKE PROFILE STUDENT Kate Brown STUDENT NUMBER P. 2-3 SCHOOL STAMP KEYPUNCH SAMPLE GRADE TO P. 78 P. 17-18 P. 15 P. 14-15 MATH. AREA CODE PLACED AT ROOM % OF PLACEMENT LEVEL ···- 85-01 PLACED MATH DATE **MATHEMATICS** AREA AT LEVEL PLACEMENT LEVELS B-I OF AREA TEST I P. 10-13 C E MAX PTS. 5 E **SCORE** NUMERATION Ø١ % /00 60 5 MAX. PTS. **SCORE** PLACE VALUE Ø2 5 5 % 100 100 100 MAX. PTS. 5 5 **ADDITION** SCORE ØЗ 100 % 80 MAX. PTS. **SUBTRACTION** SCORE Ø4 100 60 MAX. PTS. MULTIPLICATION SCORE Ø5 10 100 20 MAX. PTS. DIVISION 3 SCORE Ø6 60 80 MAX. PTS. COMBINATION OF **SCORE** Ø7 5 **PROCESSES** % 80 100 100 MAX. PTS. 10 **FRACTIONS** Ø8 SCORE MAX. PTS. Ø9 MONEY **SCORE** 60 MAX. PTS. TIME 10 SCORE MAX. PTS. SYSTEMS OF SCORE 11 **MEASUREMENT** 100 80 MAX. PTS. **GEOMETRY**

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ARITHMETIC PLACEMENT SCORE PROFILE

STUDENT NAME

STUDENT NUMBER

P. 2-3

ARITHMETIC PLACEMENT SCORE PROFILE

STUDENT NUMBER

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ARITHMETIC PLACEMENT SCORE PROFILE Sheets Kate Brown STUDENT NAME STUDENT NUMBER P-4 MATZ JOOL P. 2-3 SRADE KEYPUNCH SAMPLE TO P. 78 P. P. 14-15 P. 16 P. 17-18

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ROOM

Summary of Placement Testing for Kate Brown

- 1. Level D Placement Tests are taken by Kate.
- 2. Student is <u>placed</u> on Level D in M., and G. <u>Assigned</u> Level E Placement Tests in Num., P.V., Add., Sub., Mult., Div., COP, Frac., T., SOM.
- Student is <u>placed</u> on Level E in Num., Sub., Div., Frac., T (21-79%).
 <u>Assigned</u> Level F Placement Tests in P.V., Add., Mult., COP, SOM (80% or over).
- 4. Student is placed in Level F in Add., Mult., SOM. (21-79%).
- 5. Student is <u>placed</u> in Level G in P.V. (21-79%) and automatically placed in Level H in COP (highest Level in that Area).
- 6. Placement testing is completed.



PROCEDURES FOR PLACEMENT TESTING TEACHING IN IPI

	level ng.
Teacher	starting levent testing.
Tea	cts a sta placement
	O,
	Sel

Takes assigned Placement Tests:

Enters scores and X on student's Profile sheet.

Scores tests.

Aide

Student

Reads directions as needed. 4

Administers placement tes:s:

Gives completed tests to 4

× Examines the scores and on the Profile sheet:

Takes assigned Placement Tests:

Gives completed tests to

4

Adds scores and % to student's Profile sheet.

Scores tests.

additional testing accord-Places students according to Placement Guidelines. Assigns and administers **a** ۾

ing to Placement Guidelines.

Continues placement testing until

student has been placed in each

area of the Continuum:

Takes assigned Placement Tests:

Gives completed test to

Adds scores and % to stu-

Scores tests.

dent's Profile sheet.

by taking pretest in assigned unit. Starts working in Continuum by

first unit in which he has

placed by pretesting him.

Starts student working in

Repeats step 3.

.

EXERCISE

START WORKING IN THE CONTINUUM

Tou are ready to begin working in IPI Mathematics by taking Placement Tests. You will act as the teacher, student and aide for the purpose of familiarizing yourself with these three IPI roles. In an actual IPI class-room, these roles are performed by separate persons.

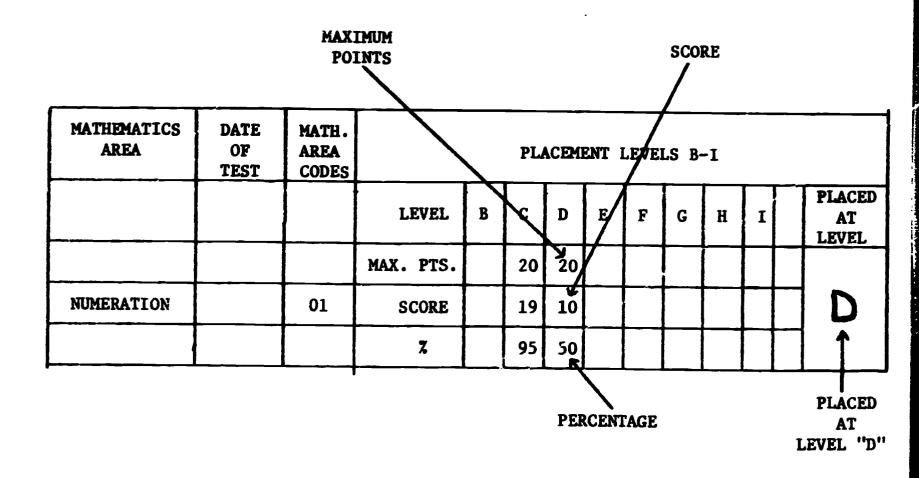
- 1. Start placement testing on Level B.
- 2. Use the Level B Placement Tests booklet you reviewed earlier and do the test items as directed.
- 3. Score the tests.
- 4. Fill out an Arithmetic Placement Score Profile that follows and enter the scores and percentages for Level B Placement Tests.
- 5. Use the percentages to place yourself in the units or to assign additional testing.
- 6. Enter placement levels for areas in which you have placed.
- 7. Use the other Placement Tests booklets that contain the additional tests assigned to you and do only those tests as directed.
- 8. Score the tests by using a scoring key.
- 9. Add the scores and percentages to your Profile sheet.
- 10. Repeat the directions given in #5-9 to complete placement in the Mathematics Continuum.

Combine working through the IPI Continuum with completing Teaching in IPI



ARITHMETIC PLACEMENT SCORE PROFILE: INSTRUCTIONS

- 1. Look at the top of the form. The aide:
 - a. Fills in student name only.
- 2. Look at the rest of the form. The aide:
 - a. Fills in date of test. This is the date all placement testing began and needs to be filled in only once.
 - b. Fills in maximum points in the appropriate box for each mathematics unit tested.
 - c. Fills in score beneath the maximum points for each unit. It is the number of points that the student achieved.
 - d. Fills in the percentage beneath the score for each unit. Percentage is obtained by dividing the score by the maximum points. For example: John Jones in C-Numeration scored 19 out of 20 maximum achievable points. The correct percentage is 19/20=95%.
- 3. The teacher fills in placed at level for each mathematics area. This entry is the level which the student has not successfully passed. For example, John Jones was successful in C-Numeration. His teacher then assigned him placement test materials in D-Numeration. In this unit he achieved a score of 10 out of 20 maximum achievable points, giving a percentage of 50. Since he was not successful in D-Numeration, his teacher placed him at level D on the Mathematics Placement Score Profile Forms, as shown in the diagram below.





AKITOM	STUDENT	SCORE PROI	STUDENT	MATHE!		elly gree	orlbod
SCHUOL STAMP P. 2-3	NAME //////		NUMBER	P-4	5	6	<u>_</u>
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ROOM	P. 14-15	P. 16	P. 17-	18] ``		
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POSTTEST: Section III: IPI Placement Tests

The following items constitute a posttest.

The answer key which accompanies the test is correlated to the instructional materials in this section. Based upon the right and wrong responses you have made on the test, the answer key will direct you to those pages on which you should work to achieve 100% mastery.

Use the directions given with the pretest.

IPI Placement Tests

Ans	wer true (T) or false (F):	
1.	IPI tests give the teacher all the data needed for forming instructional groups.	
2.	IPI Placement Tests are used to locate the student in each Area in the Continuum.	
3.	The clerical aide fills in the column marked <u>Placed at Level</u> on the Profile sheet.	
4.	Students frequently work on a unit while continuing their placement testing.	
5. -	A good classroom test samples the curriculum being taught.	
6.	IPI Placement Tests are the most specific diagnostic instruments used in IPI	
7.	Placement Tests are administered by the aide.	
8.	A student must be placement tested on every level of the Continuum.	
9.	It is a recommended practice to start placement testing of different IPI levels for children in different grade levels.	
10.	It is the teacher's responsibility to explain directions to the student during placement testing.	

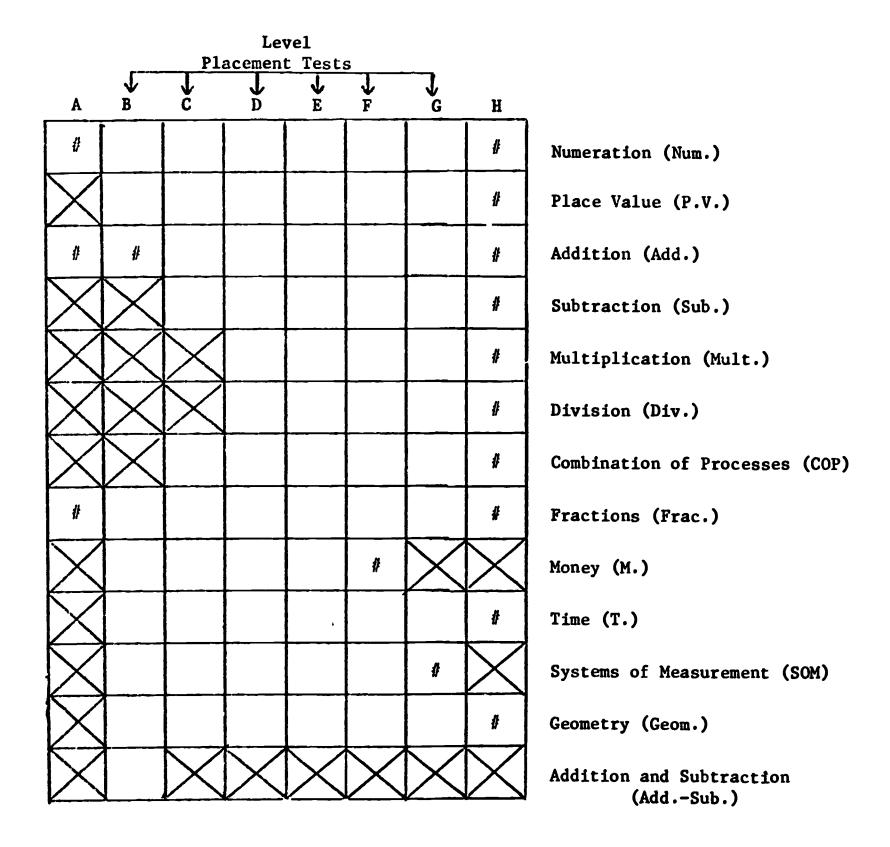


What decisions would you make about placement and placement testing in these instances of IPI Placement Test scores? Select the best answer. (You may use the Continuum reference chart to help you.) Assume this is the first placement test score in this area.

1.	A student scores 60% in B-Num.:	
	a. Place in B-Num.	
	b. Test in C-Num.	
	c. Retest in B-Num.	
	d. Insufficient information.	
2.	A student scores 87% in E-Add.:	
	a. Place in E-Add.	
	b. Test in F-Add.	
	c. Test in D-Add.	
	d. Insufficient information.	
3.	A student scores less than 20% in F-Frac.	and therefore is
	tested in E-Frac.:	
	a. Place in F-Frac.	
	b. Place in E-Frac.	
	c. Test in D-Frac.	
	d. Insufficient information.	
4.	A student scores 90% in G-Time:	
	a. Place in G-Time.	
	b. Test in H-Time.	
	c. Place in H-Time.	
	d. Insufficient information.	
5.	A student scores 10% in C-COP:	
	a. Place in C-COP.	
	b. Test in B-COP.	
	c. Place in E-COP.	

Insufficient information.





X = No existing units
= No Placement Test for this unit

Reference Chart: IPI MATHEMATICS CONTINUUM PLACEMENT TESTS



ANSWER KEY

14-150

POSTTEST: Section III: IPI Placement Tests (pp 14-150)

True-False: 1 F

6. F

2. T

7. F

3. F

8. F

4. T

9. T

5. T

10. T

Select best answer:

1. a

2. b

3. d

4. c

5. a

IPI PRETESTS AND IPI POSTTESTS



IPI PRETESTS AND IPI POSTTESTS

The teacher:

- 1. Describes IPI Pretests in terms of use and organization.
- 2. Follows the procedures for IPI Pretesting:
 - a. Selecting and assigning appropriate unit.
 - b. Selecting and administering Unit Pretest for unit.
 - c. Administering Pretest.
 - d. Scoring and filling in scores and percentages on Mathematics Prescription Sheet.
 - e. Circling on the Prescription Sheet the number of the unit skill(s) requiring prescription(s) and entering these numbers next to the Unit Pretest label.
 - f. Moving student on to next unmastered unit if the Unit Pretest indicates mastery of current unit.
- 3. Describes IPI Posttests in terms of use and organization.
- 4. Follows the procedures for IPI Posttesting:
 - a. Prescribing and administering Unit Posttest to student completing a unit.
 - b. Scoring and filling in scores and percentages on Mathematics Prescription Sheet.
 - c. Moving student on to next unmastered unit if Unit Posttest indicates mastery of current unit.
 - d. Prescribing additional work in the unit if complete mastery is not indicated by the Unit Posttest.



PRETEST: Section III: IPI Pretests and IPI Posttests

The following items consitute a pretest.

The answer key which accompanies the test is correlated to the instructional materials in this section. Based upon the right and wrong responses you have made on the test, the answer key will direct you to those pages on which you should work to achieve 100% mastery.

Directions:

- 1. Take the pretest.
- 2. Use the answer key immediately following the pretest to correct your work.
- 3. Work on the pages to which you are directed by the pretest answer key.
- 4. Take the posttest.
- 5. Use the answer key immediately following the posttest to correct your work.
- 6. Move on to the next pretest if you have scored 100%.
- 7. Work on the pages to which you are directed by the posttest answer key if you have scored under 100%. Discuss these pages with other teachers working through this section.
- 8. Use the pretest as a posttest. (Alternate using the two test forms.)
- 9. Work toward 100% mastery.



Answer	true	(I)	or	Ialse	(r):

1.	There is a Unit Pretest for every unit existing in the Continuum.	
2.	Unit Pretests and Posttests are parallel tests.	
3.	A Unit Pretest tests every skill in the unit.	
4.	The mastery criterion for all unit tests is 85%.	
5.	In assigning units to a student, a teacher assigns only those units in which he has been placed by means of Placement Tests.	
6.	A student is pretested on as many assigned units as possible at one time.	
7.	Each unit skill receives a separate score in a Unit Pretest and Posttest.	
8.	A student scoring 85% on all skills in a Unit Pretest is moved on to the next unmastered unit.	
9.	The aide identifies for the teacher those pretested skills which require a prescription.	
O. ,	Posttests are used for ongoing evaluation.	



The following chart represents the placement Profile of an IPI studence. Sequence the units in the Math Continuum that the student must master, in the order in which they must be mastered. Number the units in the proper sequence in the columns warked Sequence for Assigning Unit. You may use the reference chart for the Mathematics Continuum to help you.

Arca	Placed at Level	† ''''	Seque	ice for	Ass:	ining	Unit
		C	<u>D</u>	E	F.	<u>G</u>	11
Num.	E			<u></u> -			
P.V.	G						
Add.	F						
Sui	E	_					
A way in Other Baces	Starts at II			 			
Mult.	F						
Div.	E						
Y & - in Other Bases	Starts at H					<u> </u>	
COP	Н				}		
Frac.	E						
M.	D				-		
T .	E	-					
SOA	F						
Geom.	D		ļ		-		
AddSub.			-		-		
S.T.	С			<u> </u>		<u> </u>	



ANSWER KEY

162-212; 213-254

PRETEST: Section III: IPI Pretests and IPI Posttests (pp.122-212)

1. F

6. F

2. T

7. T

3. T

8. T

4. T

9. F

5. F

10. F

Sequence for Assigning Unit

quence	TOL H	SSIKIII	ing Unit	
D	E	F	G	Н
	5	13	24	35
			25	36
		14	26	37
	6	15	27	38
				39
		16	28	40
	7	17	29	41
				42
				43
	8	18	30	44
2	9	19		
	10	20	31	45
		21	32	
3	11	22	33	46
4	12	23	34	47
	2 3	D E 5 5 6 7 7 8 2 9 10	D E F 5 13 14 14 6 15 16 7 7 17 8 18 2 9 10 20 21 21 3 11	D E F G 5 13 24 25 14 26 6 15 27 7 16 28 7 17 29 8 18 30 2 9 19 10 20 31 21 32 3 11 22 33

IPI PRETESTS

IPI Pretests offer the teacher a distinctly different kind of data than the Placement Tests. The Pretests shift the cmphasis from determining the status of the student in the Continuum to diagnosing the specific deficiencies in each skill of each unit. Each Pretest focuses intensively on a particular unit and probes into each skill contained in the unit. It provides the teacher with data on the intra-individual differences in the unit as well as gives the teacher some insight into the causes of the existing deficiencies.

This section will answer the following questions about IPI Pretests:

- 1. What are IPI Pretests?
- 2. What are IPI Pretests used for?
- 3. How many IPI Pretests are there for the IPI Mathematics Continuum?
- 4. How are IPI Pretests labeled?
- 5. What does each Unit Pretest consist of?
- 6. Why are IPI Pretests longer than the Placement Tests?
- 7. What are the procedures followed in IPI pretesting?



What are IPI Pretests?

IPI Pretests consist of a series of diagnostic tests that measure achievement within the units of the IPI Mathematics Continuum.

What are IPI Pretests used for?

IPI Pretests are used to measure the mastery of <u>all</u> the skills in one particular unit of the Continuum. A Pretest for a single unit is taken by the student when he is ready to <u>enter the unit</u>. The scores tell the teacher which skill(s) the student has yet to learn within the unit.

How many IPI Pretests are there for the Mathematics Continuum?

There is a Pretest for every unit in the Continuum except for Level A (Num., Add., Frac.).

How are the Pretests labeled?

The Pretests are labeled by the <u>units</u> they test. **EXAMPLE:** B-Num. Pretest, **E-Mult.** Pretest.

What does each Unit Pretest consist of?

Each Unit Pretest consists of test items that sample each skill in the unit.

EXAMINE THE THREE UNIT B PRETEST BOOKLETS THAT FOLLOW TO LEARN ABOUT THE ORGANIZATION OF THE PRETESTS:

- 1. The cover identifies the unit pretested in the booklet.
- 2. The test items are grouped and identified by the skills they test.
- Each skill in the unit has a box for a score and a percentage.
- 4. All skills in the unit are tested by the pretest.



SCHOOL CODE	NAME		
	and the second s	grande decomplete or comprehensive and a series and a continue of decomplete of the continue of the continue of	
Wint Charles	Ç.		
Philips 11/10/5,11			
			ndanis pulidinis sur ultima tracti na c

LEVEL B

NUMERATION (01)

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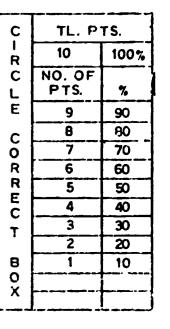
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B NUMERATION (01)

PRE-TEST

SKILL 1



GO TO YOUR TEACHER THIS IS AN ORAL TEST

Teacher: Count by 1's from 1 to 100.

Teacher: Point to the listed numerals on the chart and ask the child to "Read these numerals, starting here and ending here"

> From 11 to 22 From 34 to 46 From 53 to 67 From 75 to 88

1	2	3	4	5	6	7	8	9	10
11	12	13	14.	15	16	17	18	19	20
21	22	23	24	25	2 6	27	2 8	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	59	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

C	ȚL. PTS.			
- R	5	100%		
用「こと	NO. OF PTS.	%		
E	4	80		
CO	3	60		
0	2	40		
R R	1	2 9		
E				
C				
Т				
в				
В О Х				
X				
	!	j		

Directio	ns '	Cor	nect	the	dots	to	make	a
picture								

The state of the s	**************************************
~; •	17 19 20
5 • 6	e 9 16. 3 18 -21 -22
14" ° 10	26 26
73	15 27 24 • 23
Stari at 5.	Start at 15.

		.E	
	· 4 c 3	41 • 42	
	310 32	3 9	• 40
33°	34°	37	38
	3 .r	36	
	Start at	28.	

47 47	48 49 50 52 • 51
43 66 67 68 84	. 60
12 81 80 11. 18. 17. 73	61 63 64 62 66 67
, ,	2 71 76 °C9 43.

~	IC. P13.			
Ŕ	4	100%		
-RCLE	NO. OF PTS.	%		
_	3	75		
C	2	50		
0	1	25		
CORRECT				
٠Ë				
C				
T				
В				
BOX				
X				
		1		

GO TO YOUR TEACHER THIS IS AN ORAL TEST.

Teacher: Ask the child to count by tens.

From 15 to 65

100% NO. OF PTS. 80 60 В 0 X

From 8 to 58

From 27 to 87

From 32 to 72

From 46 to 96.

ERIC ALITHOUT PROVIDED BY ERIC

Directions: Count from 1 to 100, and write in the numerals.

		 						
1								
							,	
}								
 		 						
,								
ł								
		1						
<u> </u>								
	· · · · · · ·	 <u> </u>	L	<u></u>	<u> </u>	 J		

C	TL P	TS.
I R	12	100%
mr o:	NO. OF PTS.	%
Ε	11	92
С	10	83.
O	9	75
R	8	67
R	7	58
шC	6	50
T	5	42
'	4	33
8	3	25
0	2	17
X	1	8

Directions: Count backward. Write the numerals in the blanks.

83 82 77

40

Directions: Write numerals in the blanks to tell how many sticks are in each row. There are 10 sticks in a bundle.

C	TL. PTS.			
R	5	100%		
RCLE	NO. OF PTS.	%		
	4	80		
0	3	60		
O R	2	40		
R	1	20		
RECT				
C				
T				
В				
BOX				
X				

Directions: Write the number that comes just after each number below.

TL. PTS. 10 100% NO. OF PTS. CORREC 90 70 30 40 20 BOX 10

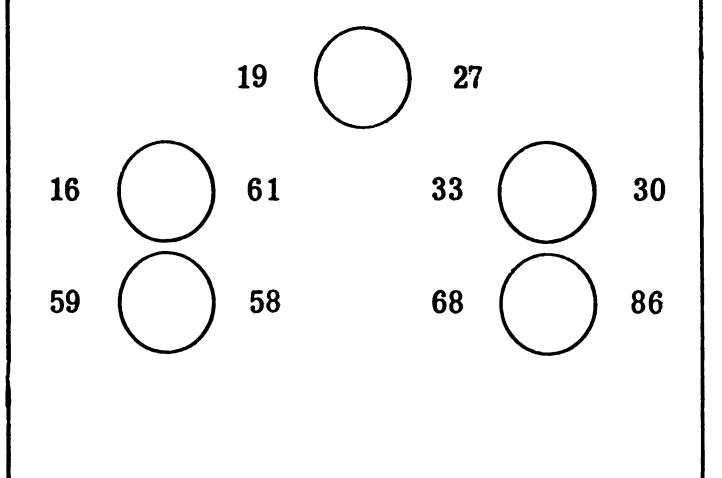
Directions: Write the number that comes just before each number below.

ERIC

Directions: Draw a circle around the smallest number in each box.					
	3'	7 4	! 7	27	
15	19	16	96	69	99
65	56	29	71	49	28

C	TL. PTS.		
0 - R O	10	100%	
L	NO. OF PTS.	%	
E	9	90	
C	8	80	
C	7	70	
R	6	60	
REC	5	50	
C	4	40	
T	3	30	
•	2	20	
8	1	10	
O X			
^			

Directions: Write > or < in each circle to show whether the first number is greater or less than the second number.



ERIC Full Text Provided by ERIC

Directions: Count from the arrows and draw a big X on the object named.

c	TL. PTS.		
R	5	10	
C-RCLE	NO. OF PTS.	%	
-	4	80	
С	3	60	
0	2	40	
R	1	20	
CORRECT			
c			
_T			
в			
B O X			
×			

first square ____

ninth dot ----

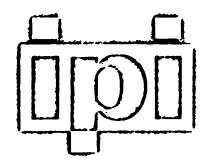
sixth circle — OOOOO

fifth triangle \longrightarrow \triangle \triangle \triangle \triangle \triangle

SCHOOL CODE	NA
	Att (

NAME	 	 	

NUMBER _____CLASS ____



MANTHEMATICS

Dire l'exe

LEVEL B
PLACE VALUE (02)

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80

PTS.

Directions: Answer the questions.

What digit is in the tens place in this numeral? 65

What digit is in the ones place in this numeral? 23

Circle the picture that shows 25 sticks.





Circle the picture that shows 19 sticks.





Circle the picture that shows 44 sticks.







B PLACE VALUE (02) PRE-TEST

SKILL 2

TL. PTS.

5

NO. OF PTS.

4

3

2

100%

%

80

60

40 20

CIRC

CORRECT

В 0 X

Directions: Write the number of tens and ones shown in each picture.							
_	1	tens a	and _		on	es	
				te	ens an	ıd	ones
	<u> </u>			te	ens an	d	 ones
		tens a	and _		on	es	
		tens a	and _		on	es	

SCHOOL CODE	NAME	
Pire Testi		

LEVEL B
MONEY (09)

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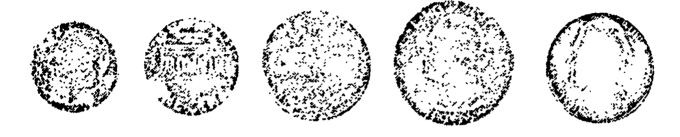
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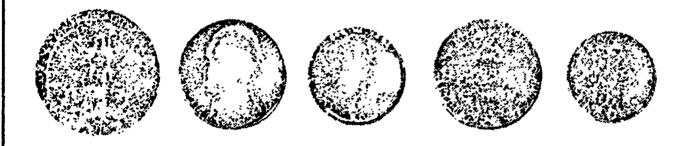
Directions: Draw a big X on the picture in each row that matches the word.

penny

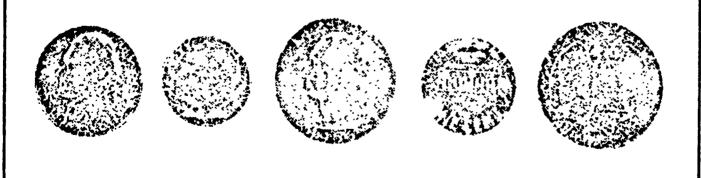


С	TL. P	TS,
R	3	100
C-RCLE	NO. OF PTS.	%
E	2	67
CO	1	33
0		
R		
EC		
C		
'		
8		
O X		

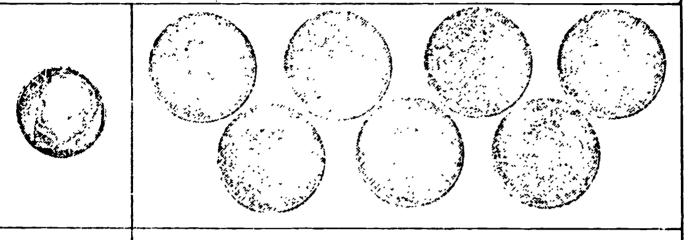
dime



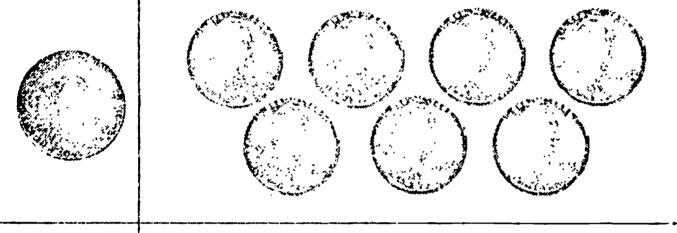
nickel



Directions: Draw a ring around the coins in each row which are equal in value to the first coin in the box.



C	TL. P	TS.
R	5	100%
0-8016	NO. OF PTS.	%
-	4	80
c	3	60
00	2	40
R	1	20
E		
RECT		
T		
В		
В 0 X		
X		
1		





Directions: Circle the value of the coin shown in each row.



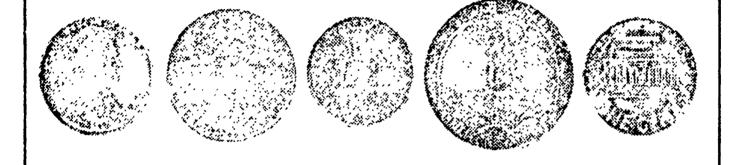
5 cents 10 cents 1 cent



1 cent 10 cents 5 cents

Directions: Draw a big X on the coin in each row that matches the word.

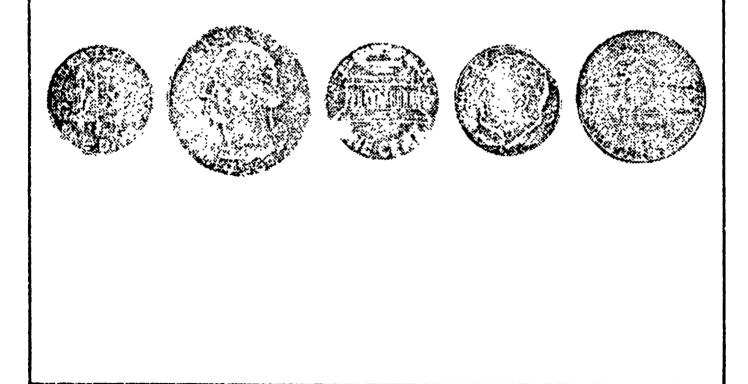
quarter



TL. PTS. NO. OF PTS.

quarter

ERIC Full text Provided by ERIC



Directions: Write the numeral that shows how much meaning is in each box.



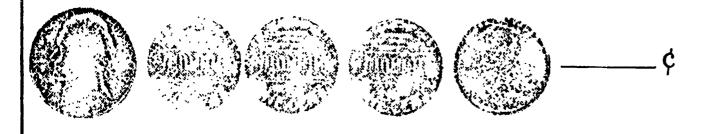


C	TL. PTS.		
R	5	100%	
C L E	NO. OT PTS.	%	
C	4	80	
CO	3	60	
0	2	40	
R R	1	20	
E			
C			
T			
8			
0			
X			
	}		













Why are 100 dretests longer than the Placement Tests?

IPS Pretests test intensively each skill in the units while the Placement Tests test only representative skills in corresponding units on a less intensive basis. Therefore, IPI Pretests measure all skills with more test items. The following exercise illustrates this.

USE YOUR COPY OF LEVEL B PLACEMENT TESTS AND THE THREE UNIT PRETESTS FROM LEVEL B. FILL OUT THE FOLLOWING, USING THE TEST BOOKLETS:

	Pre	etest	B-Placemer	it Tests
Unit Pretest	Skills Tested	# of Items	Skills Tested	# of Items
3-PV				
B-Num.				
B-Money				
		ł		ł

END OF EXERCISE

What are the procedures followed in IPI testing?

In order to pretest a student in a unit, the teacher must first select an appropriate unit for him. This selection is made from the units in the Continuum that are unmastered by the student. The order in which the units are selected and assigned to the student is determined by the student's placement profile and the sequence of the units in the Continuum.

This can be best illustrated by using the following chart and a set of guidelines to interpret the placement profile for Joan Wiley. For the purposes of representing the complete sequencing of units; all Areas (including + and - in Other Bases, + and - in Other Bases, and Special Topics) have been listed on the chart. Though these three particular Areas are not placement tested, they must be automatically assigned in proper sequence.



			ucnce	
		Assig	ning	<u>Units</u>
Area	Placed at Level	В	С	<u>D</u>
Num.	С		5	16
P.V.	В	1	6	17
Add.	С		7	18
Sub.	C		8	19
*+ & - in Other Bases	Starts at H	:		***
Mult.	D			20
Div.	D			21
* X & - in Other Bases	Starts at H			***
COP	C		9	22
Frac.	В	2	10	23
M.	C		11	24
T.	C		12	25
SOM	В	3	13	26
Geom.	C		14	27
AddSub.	В	4		
*S.T.	Starts at C		15k#	28

Example of Sequence for Assigning Units (Based on Joan Wiley's Profile Sheet.)



^{*}These areas do not appear on Profile sheet.

^{**}Automatic assignment.

^{***}Automatically assigned when student is sequenced through H.

Gaidelines for Sequencing Units for Joan Wiley

- 1. Scan the column marked Placed at Level.
- 2. Start with the lowest Level appearing in this column. In Joan's case, this is Level B.
- 3. Pick out the first unmastered Area that appears on that Level. In Joan's case, this is B-P.V.
- 4. Assign this Unit to the student. Joan is assigned B-P.V. as a start.
- 5. Administer the Pretest for this Unit. Joan is given B-P.V. Pretest.

(In a regular IPI class, the student masters the selected unit before going on to the next one. We will assume Joan was given work in B-P.V. and she has mastered B-P.V. Step 6 would follow.)

- 6. (Only <u>after</u> this Unit has been mastered.) Scan the column marked <u>Placed at Level</u>, and assign the next unmastered Area at the lowest Level.
 - After Joan has mastered B-P.V., she is assigned B-Frac.
- 7. Repeat steps five and six until all unmastered Units at the lowest Level are mastered by student.
 In Joan's case, she completes B-SOM and B-Add.-Sub.
- 8. Move to the next higher Level.
- 9. On this Level, assign in sequence all Areas still unmastered by the student. These Areas include those started in the preceding Level plus those listed for the higher Level under the column marked Placed at Level.
- 10. Follow this sequencing in assigning and pretesting units until student has started work in all Areas. From this point on, the student follows the regular sequence of the Continuum.

 In Joan's case, she is following the regular sequence of the Continuum by Level D.

DO THE FOLLOWING EXERCISE.



EXERCISE

THIS EXERCISE WILL HELP YOU BECOME FAMILIAR WITH THE GUIDELINES USED FOR SEQUENCING MATHEMATICS UNITS. A REFERENCE CHART: GUIDELINES FOR SEQUENCING UNITS IS INCLUDED FOR YOUR USE.

THE PROFILE SHEETS OF OUR FIVE STUDENTS ARE REPRESENTED ON THE FOLLOWING PAGES. USE THE GUIDELINES TO SEQUENCE THE UNITS ON THESE CHARTS.

- 1. Sequence the first three profiles (I, II, III) and check with the answer sheet that follows each profile.
- 2. Sequence the next two profiles (IV, V) and check with the answer sheet that follows each.



Reference Chart: Guidelines for Sequencing Units

- 1. Scan the column marked Placed at Level.
- 2. Start with the lowest Level appearing in this column.
- 3. Pick out the first unmastered Area that appears on that Level.
- 4. Assign this Unit to the student.
- 5. Administer the Pretest for this Unit.

(In a regular IPI class, the student masteres the selected unit before going on to the next one. We will assume the student was given work in the unit and he has mastered it. Step 6 would follow.)

- 6. (Only <u>after</u> this Unit has been mastered.) Scan the column marked <u>Placed at Level</u>, and assign the next unmastered Area at the lowest Level.
- 7. Repeat steps five and six until all unmastered Units at the lowest Level are mastered by student.
- 8. Move to the next higher Level.
- 9. On this Level, assign in sequence all Areas still unmastered by the student. These Areas include those started in the preceding Level plus those listed for the higher Level under the column marked Placed at Level.
- 10. Follow this sequencing in assigning and pretesting units until student has started work in all Areas. From this point on, the student follows the regular sequence of the Continuum.



I. Profile Sheet for John Rocco

Area	Placed at Level	Sequence for Assigning Units
		B C D E
Num.	C	
P.V.	C	
Add.	C	4
Sub.	D	300
+ & - in Other Bases	Starts on H	9
Mult.	D	9
Div.	D	
X & in Other Bases	Starts on H	2 2
COP	С	onthro
Frac.	В	200
M.	В	U
T.	В	40
SOM	C	
Ceom.	C	Seguenc
AddSub.		22
s.T.	Starts at C	Se

TURN THE PAGE FOR THE PROPER SEQUENCING.



I. Profile Sheet for John Rocco

Area	Placed at Level	Sequence for Assigning Units
		B C D E
Num.	C	4 14
P.V.	C	5 15
Add.	C	6 16 3
Sub.	D	17 3
+ & - in Other Bases	Starts on H	40
Mult.	D	18 ~
Div.	D	19 5
X & - in Other Bases	Starts on H	2 2
COP	C	7 20 5
Frac.	В	18215
M.	В	29 22
T.	В	3 10 23 6
SOM	C	1124
Geom.	С	12 25 5
AddSub.		12 24 8
S.T.	Starts at C	13768



II. Profile Sheet for Philip Johnson

Area	Placed : t Level	Sequence for Assigning Units
		B C D E
Num.	D	
P.V.	D	
Adà.	D	7
Sub.	D	3
+ & - in Other Bases	Starts at H	Po.110we
Mult.	D	4
Div.	D	
X & in Other Bases	Starts at H	Conting
СОР	c	2
Frac.	В	40
M.	D	40
т.	C	0
SOM	C	
Geom.	D	Seguenc
AddSub.	app gar table	Seg
S.T.	Starts at C	

TURN THE PAGE FOR THE PROPER SEQUENCING.



II. Profile Sheet for Philip Johnson

<u>Area</u>	Placed at Level	Sequence for Assigning Units
		B C D E
Num.	D	7
P.V.	D	8
Add.	D	9 -
Sub.	D	10 3
+ & - in Other Bases	Starts at H	10 8 6 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Mult.	D	11 4
Div.	D	
X & - in Other Bases	Starts at H	2 /3 = 2 = 2 = 2 = 2 = 2 = 2 = 2 = 2 = 2 =
СОР	C	
Frac.	В	1 3 14 5
M.	D	15 4
T.	C	4 16
SOM	С	5 17 8
Geom.	D	Seguen 21/2
AddSub.		S S
S.T.	Starts at C	6 19

(If you have completed Profile Sheets I and II accurately, skip III and IV and do V only.)



III. Profile Sheet for Joan Morgan

<u>Area</u>	Placed at Level	Sequence for Assigning Units
		C D E F
Num.	E	
P.V.	D	
Add.	D	3
Sub.	D	followed
+ & - in Other Bases	Starts at H	4
Mult.	E	2
Div.	E	\$
X & in Other Bases	Starts at H	Continuum
COP	c	14.
Frac.	C	ပိ
M.	E	4
T.	c	9 3
SOM	D	
Geom.	D	Seguen
AddSub.		N N
S.T.	Starts at C	

TURN PAGE FOR THE PROPER SEQUENCING.



III. Profile Sheet for Joan Morgan

		Sequence for
<u>Area</u>	Placed at Level	Assigning Units
		C D E F
Num.	E	14
P.V.	D	5 15
Add.	D	6 16 3
Sub.	D	7 17 9
+ & - in Other Bases	Starts at H	4
Mult.	E	18 %
Div.	E	19 5
X & -in Other Bases	Starts at H	1 8 20 +
COP	c	
Frac.	c	29210
M.	E	774
T.	C	3 10 23 0
SOM	D	1124 5
Geom.	D	12 72 2 17 72 2 18 20 20
AddSub.		Se
s.T.	Starts at C	4 13 26



IV. Profile Sheet for Joseph Howard

Area	Placed at Level	Seque	nce fo	r Ass	ignin	g Unit
		С	D	E	F	G
Num.	E					
P.V.	D					
Add.	F					A
Sub.	F					3
+ & - in Other Bases	Starts at H					tollow &
Mult.	E					5
Div.	E					8
X & in Other Bases	Starts at H					22
СОР	D					Continuum
Frac.	D					نُ
M.	F					4
T.	F					0
SOM	D					20
Geom.	C					2
AddSub.						29
S.T.	С		i			·,

TURN THE PAGE FOR THE PROPER SEQUENCING.



IV. Profile Sheet for Joseph Howard

Area	Placed at Level
Num.	E
P.V.	D
Add.	P
Sub.	P
+ & - in Other Bases	Starts at H
Mult.	E
Div.	E
X & in Other Bases	Starts at H
СОР	D
Prac.	D
M.	Y
T.	P
SOM	D
Geom.	c
AddSub.	
s.r.	c

Sequer	ce for	Assi	lgning	Unit
С	D	E	F	G
		9	18	
	3	10	19	
			20	A
			21	-mo//•
				// -
		11	42	4
		12	23	8
				nh
	4	/3	24	+10
	4	14	25	Continuum
			46	4
			٦7	
	6	15	28	76.1
1	7	16	29	7
				24
a	3	17	30	V)



V. Profile Sheet for Kare Brown

Area	Placed at Level	Seque	nce for	r Ass	ignin	g Unit
		D	E	F	G	Н
Num.	E					
P.V.	G					
Add.	P					
Sub.	E					
+ 4- in Other Bases	Starts at H					
Mult.	y					
Div.	E					
X & in Other Bases	Starts at H					
COP	H					
Frac.	E					
M.	D					
T.	E					
SOM	7					
Geom.	D					
AddSub.	-					
S.T.	C					

TURN THE PAGE FOR THE PROPER SEQUENCING.



V. Profile Sheet for Kate Brown

<u>Area</u>	Placed at Level		Seque	nce fo	r Ass	ignin	g Unit
			D	E	F	G	H
Num.	E			5	13	24	35
P.V.	G					25	36
Add.	F				14	26	37
Sub.	E			6	15	27	38
+ &- in Other Bases	Starts at H						39
Mult.	F				16	28	40
Div.	E			7	17	29	41
X & in Other Bases	Starts at H						42
COP	н						43
Frac.	. B			8	18	30	44
M.	D		ゝ	9	19	\boxtimes	\boxtimes
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SOM -	F				21	32	
Geom.	D		3	11	ಎ೩		46
AddSub.	· · · · · · · · · · · · · · · · · · ·						
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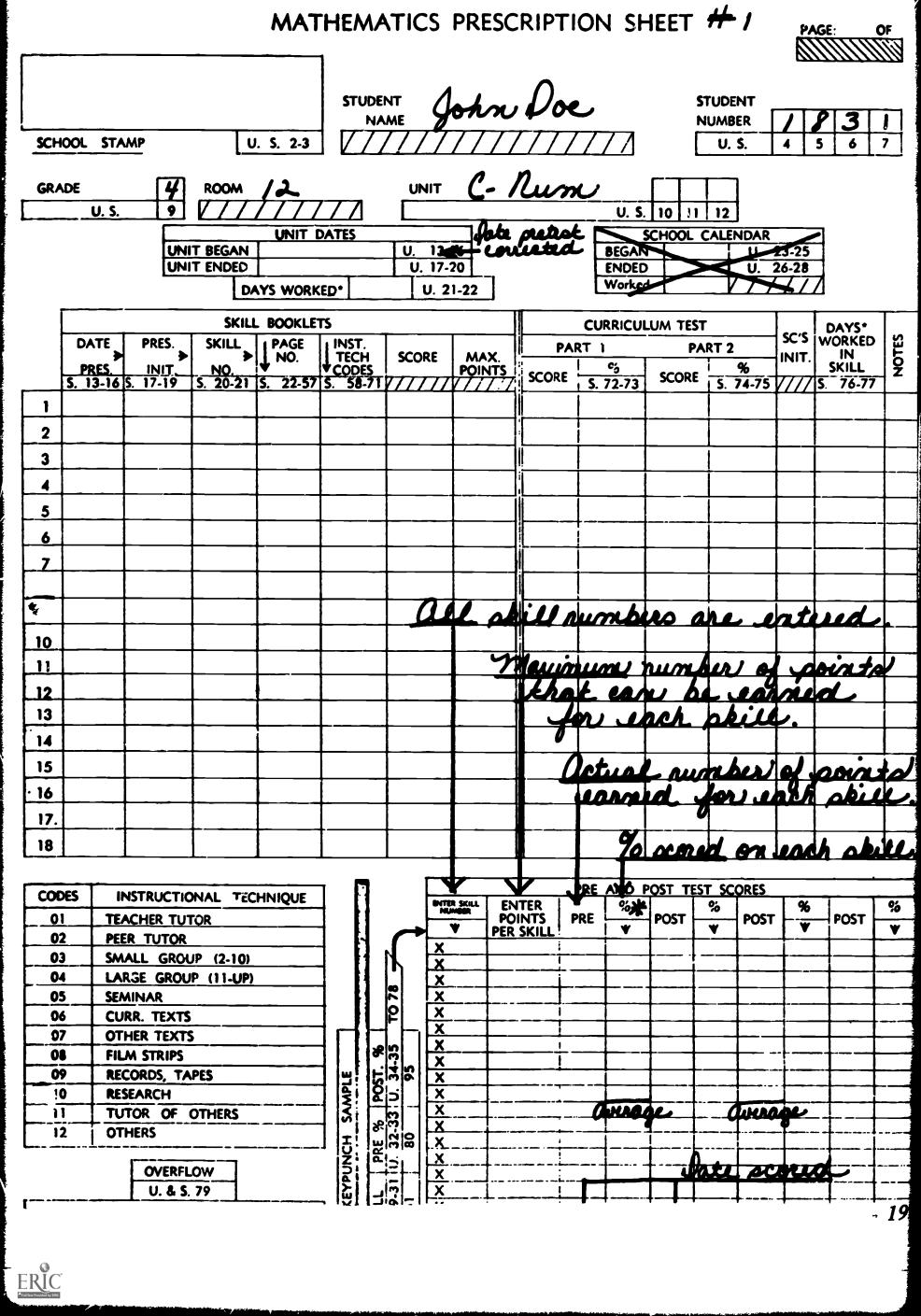


Up to this point, the teacher has picked out the unit in which the student is to work and has also administered the appropriate Unit Pretest. The clerical aide corrects the pretest and enters the student's pretests scores and percentages on a sheet called a Mathematics Prescription Sheet.

Examine the following Mathematics Prescription Sheets:

- Read the explanations listed for the first four columns. The aide enters this information for you, as well as student's name, grade, etc. on the top.
- 3. Note that the mastery criterion for each skill in a pretest is 85%.
- 4. Examine Prescription Sheets #2-6 and the discussion that follows each to learn how the teacher uses pretest scores to make instructional decisions.





MATHEMATICS PRESCRIPTION SHEET #2 PAGE: STUDENT Joan Wiley STUDENT NUMBER 5 6 U. S. SCHOOL STAMP U. S. 2-3 UNIT B-P.V. 1,2 ROOM GRADE U. S. 10 31 U. S. SCHOOL CALENDAR UNIT DATES 23-25 **BEGAN** 13-16 UNIT BEGAN 1/23/68 26-28 U. **ENDED** U. 17-20 UNIT ENDED Worked U. 21-22 DAYS WORKED* **CURRICULUM TEST** DAYS* SKILL BOOKLETS NOTES SC'S WORKED PART 2 PAGE SKILL I INST. PART 1 PRES. DATE IN INIT. NO. **SCORE** TECH MAX. SKILL POINTS **SCORE** PRES. S. 76-77 **SCORE** S. 74-75 V// S. 72-73 S. 13-16 S. 1 2 3 8 9 10 11 12 13 14 15 16 17. 18 AND POST TEST SCORES PRE % **CODES** INSTRUCTIONAL TECHNIQUE ENTER POINTS PER SKILL % INTER SKILL **POST POST PRE POST** Y 01 TEACHER TUTOR PEER TUTOR 02 SMALL GROUP (2-10) 03 LARGE GROUP (11-UP) 04 **TO 78** SEMINAR 05 **CURR. TEXTS** 06 OTHER TEXTS 07 34-35 08 FILM STRIPS POST. 50 X RECORDS, TAPES 09 X j RESEARCH 10 PRE % U. 32-33 80 TUTOR OF OTHERS **OTHERS OVERFLOW** U. & S. 79 199 ERIC Full Text Provided by EBUC

P-P.V. Pretest

- 1. If a B-P.V. Pretest is available, obtain a copy.

 Inspect the test items Joan did.
- 2. Prescription Sheet #2 is returned to the teacher by the aide.

 Joan has been pretested by the teacher on the two skills in B-P.V. and has scored below 85% in each. This is entered in the Pre and Posttest Scores box by the aide.
- 3. The teacher <u>identifies</u> the skills that require a prescription by circling the X before the skill numbers one and two.

 The teacher also enters skill numbers one and two next to the Unit Pretest label on the top of the page.

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E-Money

- 1. If available, obtain a copy of E-Money Pretest.
 Inspect the test items Joan did.
- 2. Prescription Sheet #3 is returned to the teacher by the aide. Joan has been pretested by the teacher on the three skills in E-Money and has scored over 85% in each. This is entered in the appropriate box by the aide.
- 3. The teacher identifies the skills that require a prescription by circling the X before the skill numbers. Since all scores are over 85%, none need a prescription. The student will move to another unit. This sheet is no longer needed.

 The teacher merely marks Mastery Pull in the upper right hand corner to tell the aide to file the sheet.



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Prescription #4: Joseph Howard D-Spec. Topics

- If available, obtain a copy of D-Spec. Topics.
 Inspect the items Joseph did.
- 2. Joseph has scored below 85% on all three skills in D-Spec. Topics.
- 3. The teacher circles the X's before skills 1, 2 and 3, since they need a prescription, and enters these skill numbers next to the Unit Pretest label at the top of the page.



	MATHEMATICS PRESCRIPTION SHEET #5																									
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Prescription Sheet #5: John Rocco

B-Frac.

- If available, obtain a copy of B-Frac.
 Inspect the items John did.
- 2. John has scored below 85% on the skill pretested in B-Frac.
- 3. The teacher circles the X before this skill since it needs a prescription and enters the skill number next to the Unit Pretest label at the top of the page.

FOR THE NEXT TWO SHEETS (PRESCRIPTION SHEETS #6 and #7):

- 1. Circle those skills requiring a prescription.
- 2. Enter these skill numbers next to the Unit Pretest label.



MATHEMATICS PRESCRIPTION SHEET #6 PAGE: STUDENT STUDENT Kate Brown NUMBER 6 U. S. U. S. 2-3 SCHOOL STAMP UNIT G-COP **ROOM** GRADE U. S. SCHOOL CALENDAR UNIT DATES U. 23-25 **BEGAN** 13-16 UNIT BEGAN U. 26-28 ENDED U. 17-20 UNIT ENDED Worked U. 21-22 DAYS WORKED* **CURRICULUM TEST** DAYS* SKILL BOOKLETS SC'S WORKED PART 2 1 PAGE INST. DATE PRES. SKILL PART 1 IN INIT. TECH **SCORE** MAX. NO. SKILL **POINTS** INIT **SCORE** SCORE S. 76-77 S. 74-75 V/// **S. 72-73** 17-19 13-16 1 2 3 4 5 6 9 10 11 13 14 15 16 17. 18 PRE AND POST TEST SCORES CODES INSTRUCTIONAL TECHNIQUE **ENTER** POINTS PER SKILL **POST POST** PRE **POST** TEACHER TUTOR 01 ¥ 02 PEER TUTOR SMALL GROUP (2-10) 03 100 LARGE GROUP (11-UP) X 04 X 05 SEMINAR 06 **CURR. TEXTS** 07 OTHER TEXTS 34.35 95 X 08 FILM STRIPS 62 09 RECORDS, TAPES 1 80 PRE % POS XXX CEYPUNCH SAME 0 RESEARCH Tī FOR ANSWERS TUTOR OF OTHERS DAGE URN **OTHERS** 12 X. X

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MATHEMATICS PRESCRIPTION SHEET #7 PAGE: STUDENT Philip Johnson **STUDENT** NAME NUMBER SCHOOL STAMP U. S. 2-3 U. S. 5 P- Div. GRADE ROOM U. S. 9 U. S. 10 11 12 UNIT DATES SCHOOL CALENDAR UNIT BEGAN 13-16 U. 23-25 BEGAN UNIT ENDED U. 17-20 **ENDED** U. 26-28 Worked DAYS WORKED* U. 21-22 SKILL BOOKLETS **CURRICULUM TEST** DAYS* NOTES SC'S WORKED PRES. **SKILL PAGE** DATE INST. PART 1 PART 2 IN NO. TECH **SCORE** MAX. INIT. SKILL **♦**CODES **POINTS** PRES **SCORE** SCORE 22-57 S. 58-71 //// S. 13-16 S. S. 74-75 V/// 20-21 |5. S. 72-73 76-77 1 2 3 4 5 6 9 10 11 12 13 14 15 .16 17. 18 PRE AND POST TEST SCORES CODES INSTRUCTIONAL TECHNIQUE ENTER SKILL **ENTER** % **POINTS** PRE **POST POST POST** 01 TEACHER TUTOR ¥ PER SKILL PEER TUTOR 11 03 SMALL GROUP (2-10) 04 LARGE GROUP (11-UP) X **TO 78** 05 **SEMINAR** X 06 **CURR. TEXTS** X *6*7 07 **OTHER TEXTS** 08 **FILM STRIPS** RE % POST. 9 SAMPLE RECORDS, TAPES 10 RESEARCH 69 11 TUTOR OF OTHERS X 12 OTHERS PUNCH X. ANSWERS 209 PAGE FOR **OVERFLOW**

ERIC Full Base Provided by ERIC

MATHEMATICS PRESCRIPTION SHEET # 7 Answer Sheet STUDENT Philip Johnson STUDENT NAME Philip Johnson NUMBER															AGE:	OF			
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OR PRETESTING IN IPI

Aide

Student

TEACHING	PROCEDURES FO	

Ass sel	Assigns to the student a unit	selected from the placement	Profile.
-i	1. Ass:	sel	Proj

Teacher

- inisters the Pretest for unit.
- Reads directions as needed.

Takes assigned Unit Pretest.

Gives completed Pretest to aide.

Scores Pretests.

Fills in a Prescription Sheet for student. Enters scores and % on Prescription Sheet.

Examines Pretest scores.

- Identifies the skill(s) in the unit requiring a prescription (under 85%).
- Moves child to next unmastered unit when all the scores in the pretested unit are over 85%.
- Takes the next assigned Unit Waits for prescription designed to teach unmastered skills.

Pretest.

Scores Pretest.

Starts new Prescription Sheet. Gives completed Pretest to aide.

Repeats corresponding steps.

Repeats steps 1-3 whenever student demonstrates mastery of last assigned unit.

ats steps 1-3 whenever

Fills in scores and % on Prescription Sheet.

Repeats corresponding steps.

EXERCISE

RESUME WORKING IN THE CONTINUUM.

You are ready to resume working in the Continuum by selecting a unit to be mastered. You will act as teacher, student and aide to familiarize yourself with these roles in IPI pretesting.

- 1. Continue placement testing until you are placed in one unit.
- 2. Obtain the Unit Pretest for this unit and do the test items as directed.
- 3. Score the tests by using the Teacher Edition of the test.
- 4. Fill out a Mathematics Prescription Sheet for yourself and enter the scores and percentages for the Unit Pretest.
- 5. Circle those numbers for the skills you must master (under 85%), and insert these numbers next to the Unit label at the top of the page.
- 6. Continue placement testing as needed.



IPI POSTTESTS

The Unit Posttest is a <u>parallel form</u> of the Unit Pretest. Both are designed to assess mastery of all the skills within a particular unit.

Each Posttest focuses intensively on a particular unit and tests each skill to determine complete mastery of the unit.

This section will answer the following questions about IPI Posttests:

- 1. What are IPI Posttests?
- 2. What are IPI Posttests used for?
- 3. How many Posttests are there for the IPI Mathematics Continuum?
- 4. How are IPI Posttests labeled?
- 5. What does each Unit Posttest consist of?
- 6. Can the Pretest and Posttest of a particular unit be used interchangeably?
- 7. What are the procedures followed in TPI posttesting?



What are IPI Posttests?

IPI Posttests consist of a series of achievement tests that measure mastery of <u>all</u> the skills in the unit.

What are IPI Posttests used for?

IPI Posttests are used to measure mastery of <u>all</u> the skills in one particular unit of the Continuum <u>after</u> the student has completed his prescribed work in the unit. Unlike the pretest which is used to identify deficiencies in unit skills before instruction is started, the posttest is used to determine mastery of the unit skills <u>after</u> instruction is given. Determination of unit mastery is essential at this point.

Posttest scores of 85% and over on all skills indicate to the teacher that the student is ready to be assigned another unit. Scores under 85% on any one skill indicate a lack of anit mastery and additional instruction on those deficient skills must be prescribed.

How many Posttests are there for the IPI Mathematics Continuum?

There is a Posttest that parallels the Pretest for every unit in the Continuum except for Level A (Num., Add., Frac.)

How are IPI Posttests labeled?

The Posttests are labeled by the units they test.

EXAMPLE: B-Num. Posttest, E-Mult. Posttest.

What does each Unit Posttest consist of?

Each Unit Posttest consist of test items that sample each skill in the unit. The test items in a Unit Posttest parallel the test items of the Pretest for the same unit.

USE THE THREE UNIT POSTTESTS (B-NUM., P.V., M) THAT FOLLOW. EXAMINE THE POSTTEST BOOKLETS TO LEARN ABOUT THE ORGANIZATION OF THE POSTTESTS:

- 1. The cover identifies the unit posttested in the booklet.
- 2. The test items are grouped and identified by the skills they test.
- 3. Each skill in the unit has a box for a score and a percentage.
- 4. All skills in the unit are tested by the posttest.



SCHOOL CODE	NAME	CLASS	
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Posti Testi			
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LEVEL B

NUMERATION (01)

Developed by The Testing and Evaluation Staff, Learning Research and Development Center, University of Pittsburgh; Richard Cox, Ph.D., Director





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DEVELOPMENTAL EDITION

219



B NUMERATION (01) POST-TEST

SKILL 1

Directions: Circle the numeral in each box which is named by the word.

one			eight				
1	2	3	4	3	4	7	8
ten				thr	ee		

С	TL. P	rs.
R	10	
C-RC LE	NO. OF PTS.	2
E	9	90
	8	90
COR	7	70
R	5	60
REC		50
C	4	40
Ť	3	30
•	2	20
8	1	10
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		<u> </u>

6	4	10	9	10	5	6	ę.
two					si	K	
10	2	5	6	2	4	5	6
four				zer	·o		
9	6	5	4 ·	0	6	8	10
five				sev			
5	7	9	8	8	9	7	0

GO TO YOUR TEACHER. THIS IS AN ORAL TEST.

Teacher: This is an oral test. Count by 1's from 1 to 100.

Teacher: Point to the listed numerals on the chart and ask the child to "Read these numerals, starting here and ending here."

From 8 to 21 From 32 to 48 From 51 to 69 From 73 to 92

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	2 8	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	7 8	79	80
81	82	83	84	85	86	8'7	88	89	90
91	92	93	94	95	96	97	98	99	100

С	TL. PTS,			
R	5	100%		
ローRCLE	NO. OF PTS.	%		
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С	3	60		
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RR	1	20		
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ECT				
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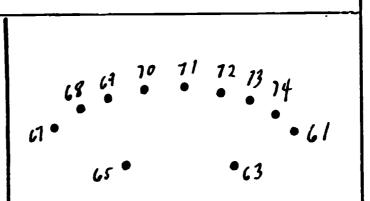
B NUMERATION (01) POST-TEST

•18

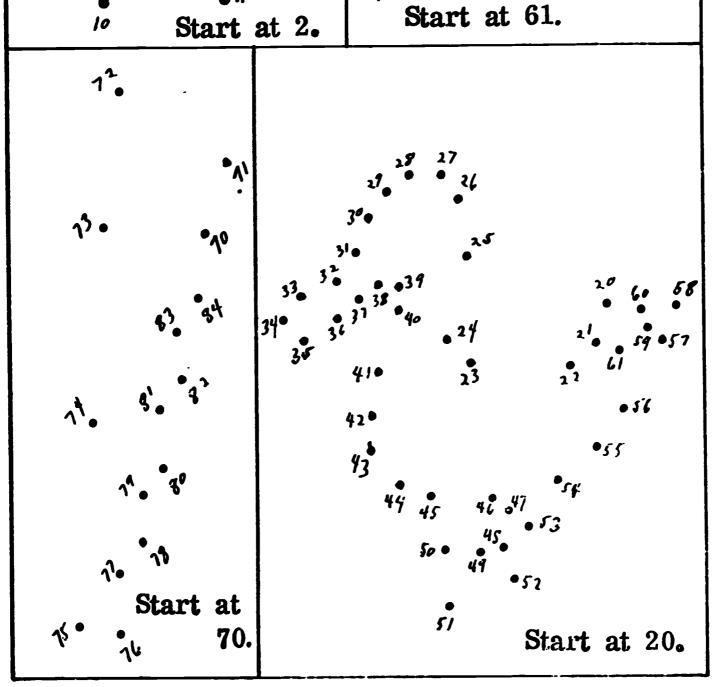
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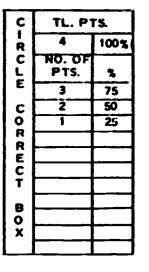
SKILL 3

Directions:	Connect the	dots	to	make
a picture in	each box.			



1.	8 • 13	• 12			
			• 66	• 64	• 62
•		11			





GO TO YOUR TEACHER THIS IS AN ORAL TEST.

Teacher: Ask the child to count by tens.

From 7 to 57

From 16 to 76

From 23 to 83

From 38 to 88

From 54 to 94.

C	TL. P	TS.
R	5	100%
ローRCLm	NO. OF PTS.	%
E	4	80
С	3	60
CO	2	40
R	1	20
RECT		
С		
T		
В		
0		
X		

TL. PTS.

NO. OF

PTS.

ORREC

Directions: Count from 1 to 100, and write in the numerals.

 	 	 	 	_	

Directions:	Count backward.	Write	the
numerals in	the blanks		

 Directions: Write numerals in the blanks to tell how many sticks are in each row. There are 10 sticks in a bundle.

|--|--|--|

		A	NA

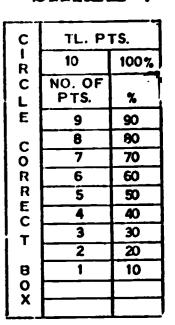
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C-	TL. P	TS.
R	5	100%
RCLE	NO. OF PTS.	%
=	4	80
С	3	60
0	2	40
R	1	20
Ë		
RECT		
T		
В		
B 0		
X		

Directions: Write the number that comes just after each number below.



Directions: Write the number that comes just before each number below.

77

96

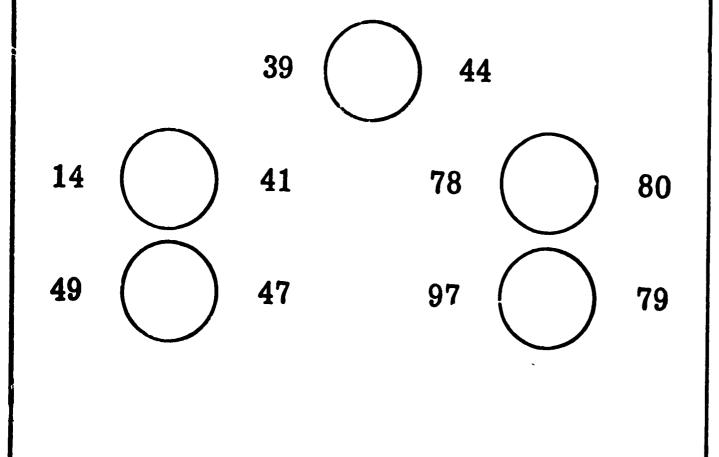
ERIC

Directions: Draw a circle around the smallest number in each box.

18	1	16		
47	57	71	17	11
99	69	22	56	29

TL PTS. 100% NO. OF PTS. 90 70 CORREC 70 60 50 40 30 10

Directions: Write > or < in each circle to show whether the first number is greater or less than the second number.



Directions: Count from the arrows and draw a big X on the object named.

C	TL. PTS.						
R	5	100%					
ローRC」目	NO. OF PTS.	%					
	4	●0					
c	3	60					
0	2	40					
R	1	20					
CORRECT							
c							
T							
0 X							
X							
1							

second square ___

first dot-

third circle \longrightarrow 00000

fourth triangle \longrightarrow \triangle \triangle \triangle

SCHOOL CODE	NAME	-124-	
		CLASS	
Posi Tesi			

LEVEL B
PLACE VALUE (02)

Developed by The Testing and Evaluation Staff, Learning Research and Development Center, University of Pittsburgh; Richard Cox, Ph.D., Director

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DEVELOPMENTAL EDITION



NO. OF PTS.

80

R C

PLACE VALUE (02) POST-TEST

Directions: Answer the questions.

What digit is in the ones place in this numeral? 10

What digit is in the tens place in this numeral? 99

Circle the picture that shows 11 sticks.





Circle the picture that shows 15 sticks.





Circle the picture that shows 20 sticks.







Directions: Write the number of tens and ones shown in each picture.

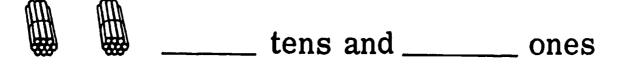
C	TL. P	TS.
	5	100%
RCLE	NO. OF PTS.	%
E	4	80
С	3	60
00	2	40
R R	1	20
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Т		
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BOX		
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W.	6000	***	~~~	****	AAA

____ tens and ____ ones



____ tens and ____ ones

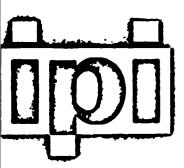




____ tens and ____ ones

_____tens and ____ones

SCHOOL CODE	NAME		
	NUMBER	CLASS	



MATCHEMATICS

Posti Test

LEVEL B
MONEY (09)

loveloped by The Testing and Evaluation Staff, Learning Research and lovelopment Center, University of Pittsburgh; Richard Cox, Ph.D., Director

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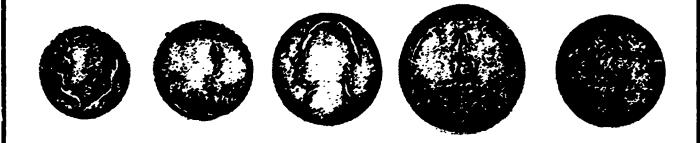
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DEVELOPMENTAL EDITION



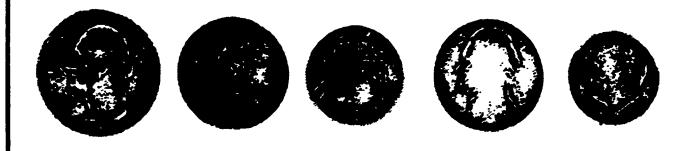
Directions: Draw a big X on the picture in each row that matches the word.

penny

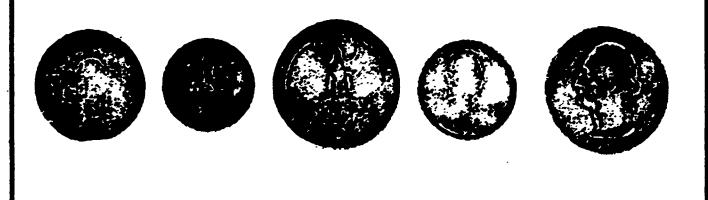


C	TL. PTS.		
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M-601M	NO, OF PTS.	*	
· E	2	67	
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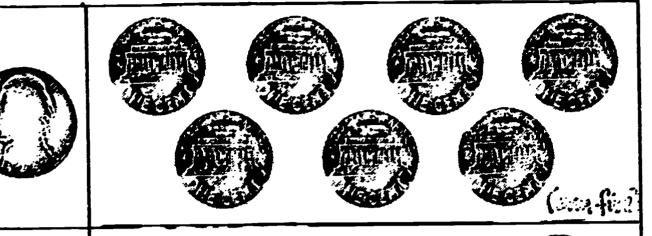


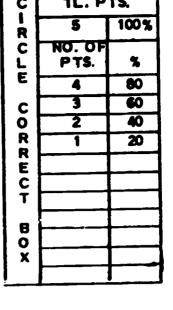
nickel



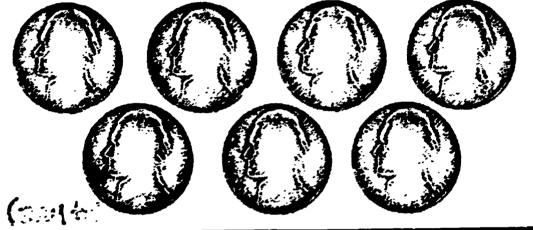
B MONEY (09) POST-TEST

Directions: Draw a ring around the coins in each row which are equal in value to the first coin in the box.

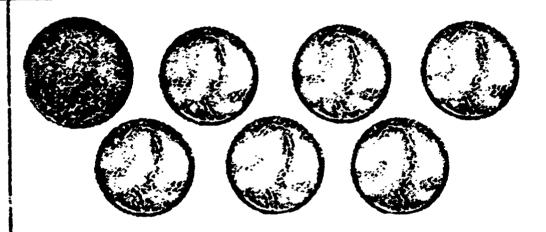












Directions: Circle the value of the coin shown in each row.



1 cent 10 cents 5 cents



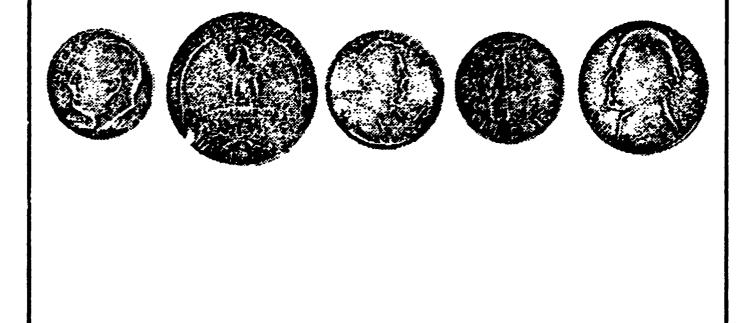
5 cents 10 cents 1 cent

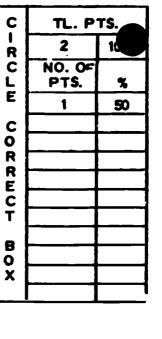
Directions: Draw a big X on the coin in each row that matches the word.

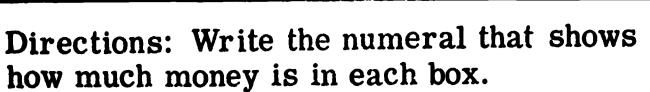
quarter



quarter



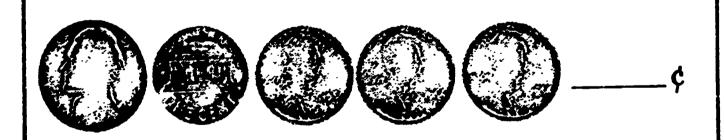




ch money is in each box.			CLE	NO. OF PTS.	% 80		
			¢	CORRECT B	3 2 1	60 40 20	
				×			

		¢
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NOW, USE THE THREE UNIT PRETESTS (INCLUDED EARLIER) THAT PARALLEL THE THREE UNIT POSTTESTS. COMPARE THE PRETESTS AND POSTTESTS FOR EACH UNIT TO LEARN ABOUT THEIR SIMILARITIES:

- 1. The Pretest and Posttest for the same unit test all the skills in the unit.
- 2. The Pretest and Posttest for the same unit have the same number of test items for each skill.
- 3. The Pretest and Posttest for the same unit use the same kind of test items for each skill.
- 4. The only difference between a Pretest and Posttest for same unit exists in the label used to identify them.

Can the Pretest and Posttest of a particular unit be used interchangeably?

The Pretest and Posttest of a particular unit can be used interchangeably since they are constructed in parallel form and test the same skills.

Actually in IPI, Pretests and Posttests are used interchangeably on one occasion. This occurs when a student scores under 85% on a Unit Posttest:

- 1. The posttest, which was originally administered to determine unit mastery, is examined to diagnose the persistent difficulty the student is having with the unit skill(s). This diagnostic information will help the teacher prescribe additional instruction.
- 2. Upon completion of this additional instruction, the teacher uses the Unit Pretest as a Unit Posttest to measure unit mastery. This is done to avoid re-administering the same test after a short interval of time.

What are the procedures followed in IPI posttesting?

The teacher decides to posttest the student on an entire unit when there is definite information that the student will most probably perform successfully on the test. This information comes from two sources:

1. <u>Performance in prescribed activities</u> which allow the teacher to observe and measure the change in the behaviors on which the student will be tested.



2. <u>Performance on achievement tests</u> prescribed <u>during</u> instruction which measure separately the mastery of each skill being learned.

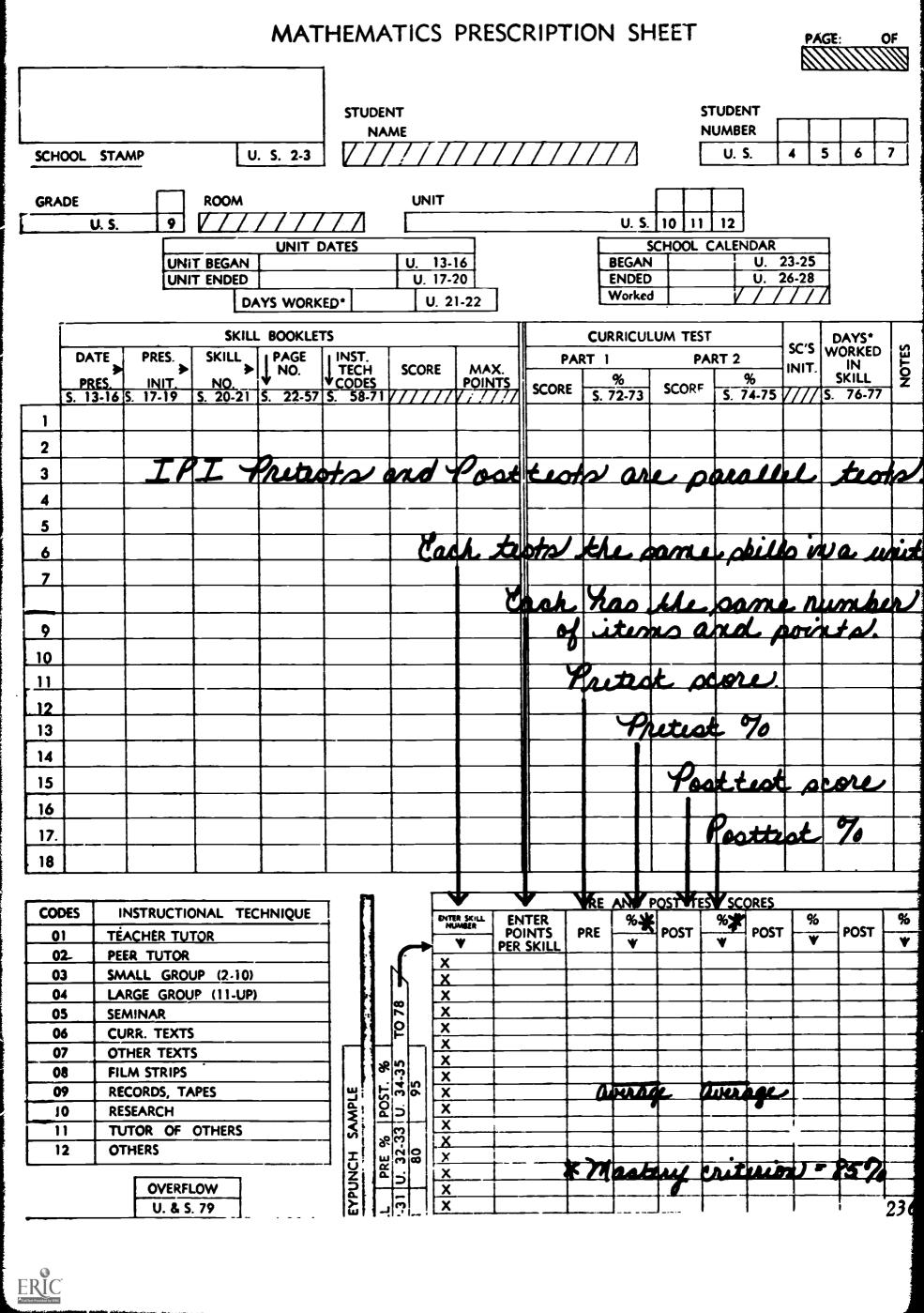
When the teacher judges that the student gives indications of successful performance in his prescribed activities, and he has scored over 85% in all the individual skill tests used in ongoing instruction, the appropriate Unit Posttest is given to the student. This Unit Posttest is scored by the aide who also enters the scores and percentages in the Pre and Posttest Scores box on the student's Mathematics Prescription Sheet. When this sheet is returned to the teacher, the pretest and posttest scores appear side by side.



Examine the following Mathematics Prescription Sheet: -----

- 1. Locate the box marked <u>Pre and Posttest Scores</u> on the Prescription Sheet.
- Read the explanations listed on the Sheet. Note the four extra columns on the right provide space for additional positest scores and percentages. The scores and percentages resulting from additional positesting are entered here.

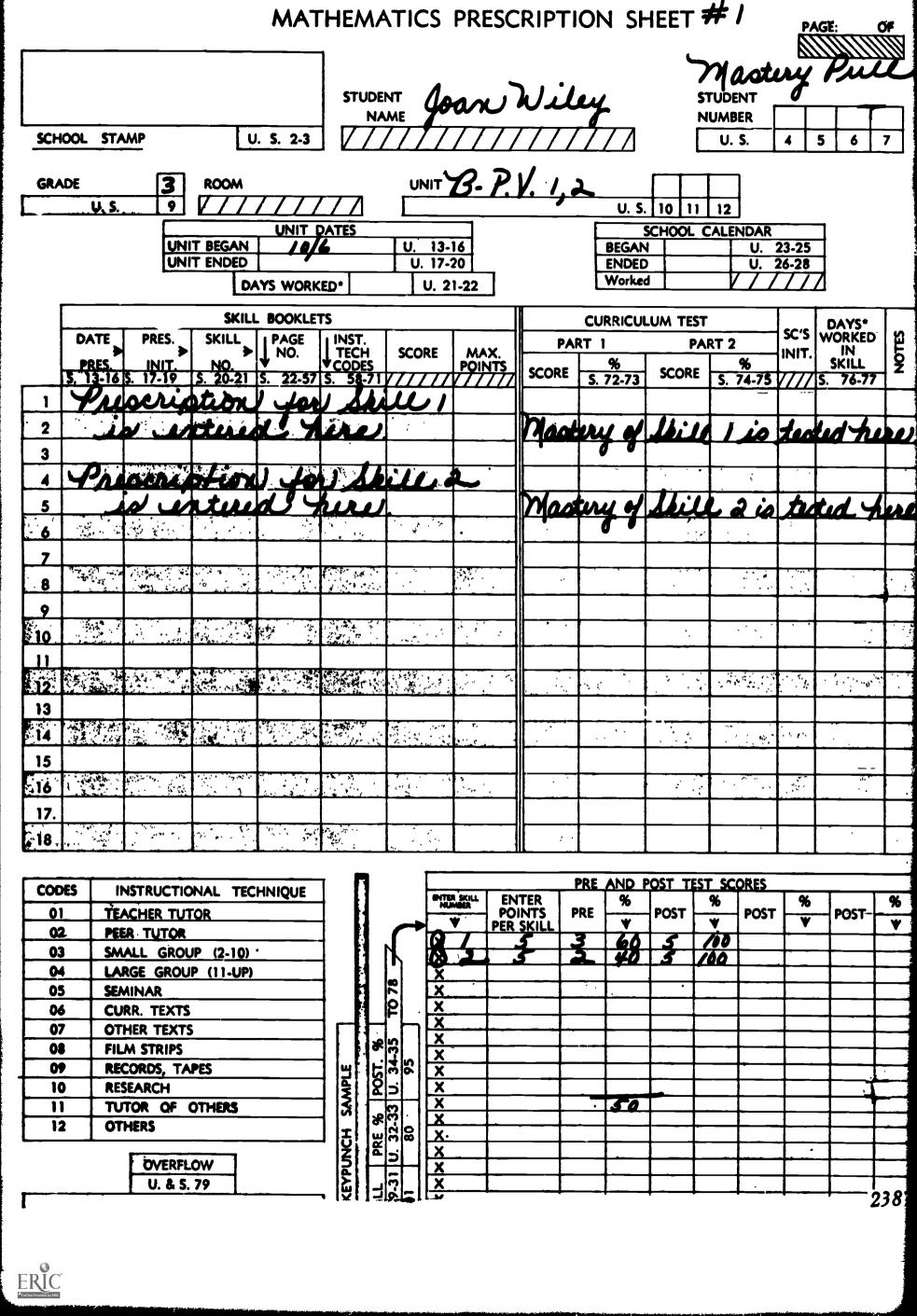




Examine the following Mathematics Prescription Sheets for the students we have followed through placement testing and pretesting. For purposes of explanation, we will suppose that each student has completed the prescription(s) assigned to him and he has been posttested on the unit. The post-test scores are entered alongside the pretest scores.

- 1. Examine Prescription Sheets 1-5 and read the discussion that follows each to learn how the teacher uses posttest scores to make instructional decisions.
- 2. Note that Joan Morgan's Prescription Sheet (E-Money) is not included. Her pretest scores indicated mastery of unit and she was moved to the next unmastered unit in the Continuum.





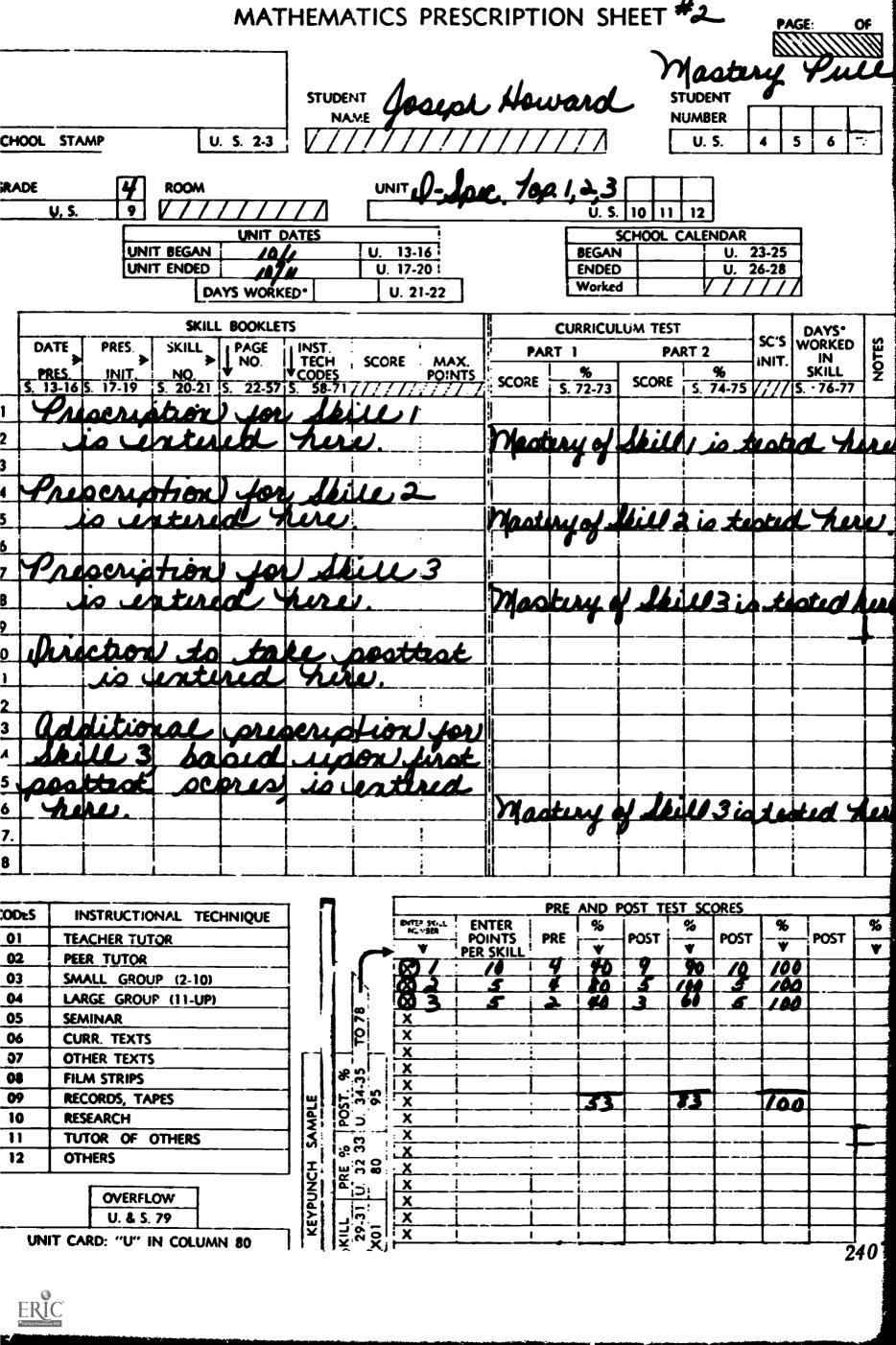
- Prescription Sheet #1: Joan Wiley

B-P.V. Posttest

Obtain a copy of B-P.V. Posttest.
 Inspect the items Joan did.

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- 2. The teacher has assigned Joan a learning prescription for Skill 1. The teacher has observed Joan's performance in the prescription and has tested her on Skill 1. Once observation and testing indicate Joan has mastered Skill 1, the teacher repeats the process with Skill 2. At this point, Joan has shown she has mastered all the assigned skills. She is ready for the Unit Posttest.
- 3. The teacher then prescribes B-P.V. Posttest and administers the test to Joan.
- 4. The aide scores the test and enters the posttest scores and percentages on the Prescription Sheet. The Sheet is returned to the teacher.
- 5. Joan has scored over 85% on each skill in the Posttest. Therefore, she is ready to move on to the next unmastered unit. In Joan's case, the teacher will assign B-Frac. Pretest to start her in the next unit found in her Placement Profile. The teacher marks the sheet Mastery Pull to tell the aide to file the sheet.

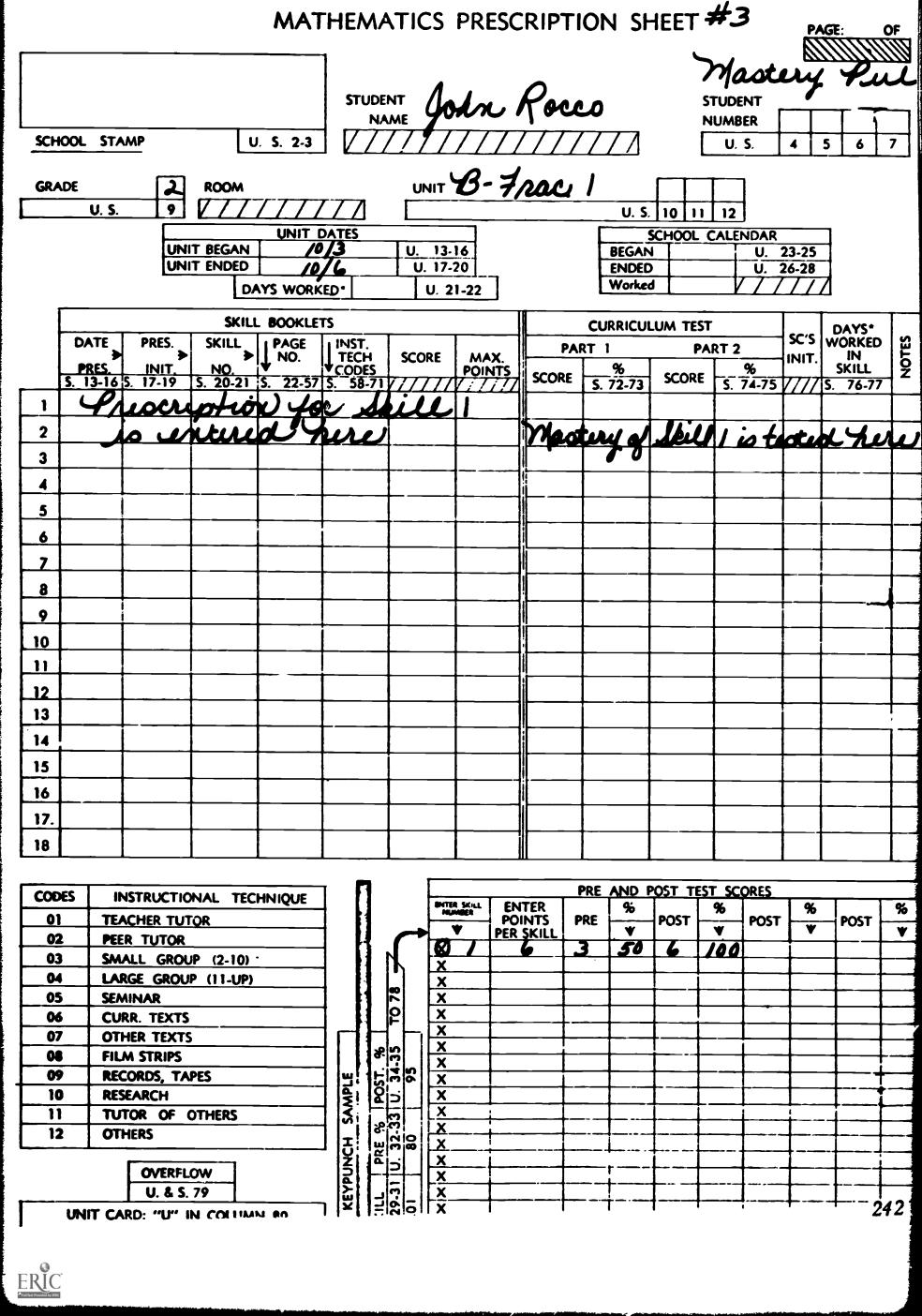


- Prescription Sheet #2: Joseph Howard

D-Spec. Topics

- Obtain a copy of D-Spec. Topics Posttest.
 Examine the items Joseph did.
- 2. This Posttest is administered after John has worked through prescriptions for each unmastered skill and has been given a separate mastery test for each.
- 3. The aide scores the Posttest and enters the scores and percentages on the Prescription Sheet. The Sheet is returned to the teacher.
- 4. This Posttest indicates to the teacher that John has mastered Skills 1 and 2 (90% and 100%), but that Skill 3 remains unmastered (60%).
- 5. The teacher analyzes John's errors in the Skill 3 section of the Posttest and prescribes additional work in Skill 3.
- 6. After John completes the additional prescription and is tested on Skill 3, the teacher posttests him again on the unit. The Unit Pretest is re-administered as the second Posttest, in this case, because of the timing of the tests. (Note the testing dates.)
- 7. John scores over 85% on all parts of the second Posttest. He is ready to move on to the next unmastered unit. In John's case, this is E-Num.

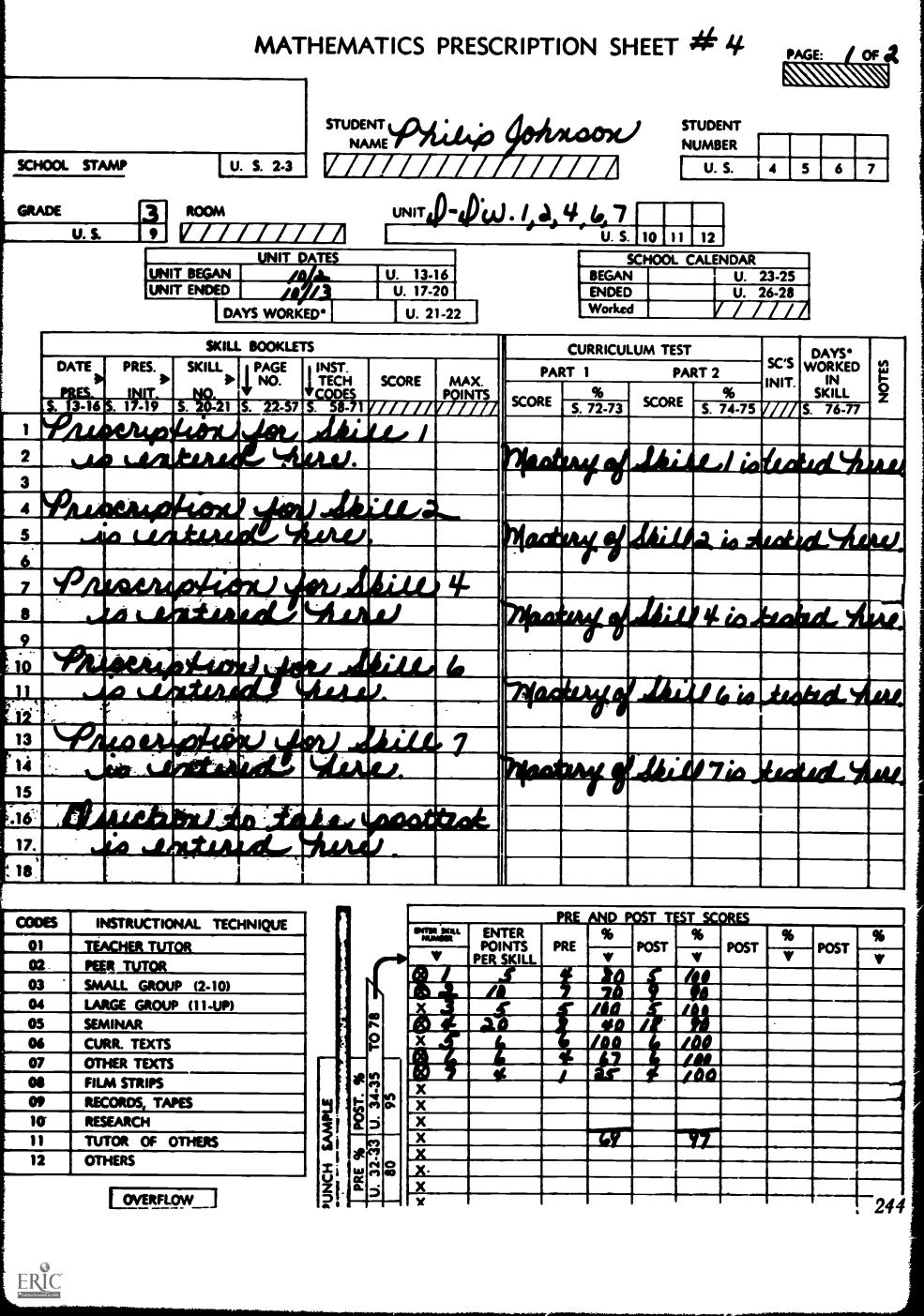




Prescription Sheet #3: John Rocco
B-Frac.

Obtain a copy of B-Frac. Posttest.
 Examine the test items John did.

- After working on his prescription for Skill 1 (50% on Pretest), John took B-Frac. Posttest and scored 100% on the only skill in the unit.
- 3. John is assigned the next unmastered unit (B-Money) and he is given the B-Money Pretest.



Prescription Sheet #4: Philip Johnson

D-Div.

- 1. Obtain a copy of D-Div. Posttest.

 Examine the test items Philip did.
- 2. After Philip worked on his prescriptions for Skills and was tested for mastery of each separate skill, he was given the D-Div. Posttest. His scores of over 85% indicate mastery of the unit. He is ready to move on to the next unmastered unit. In Philip's case, this is D-COP.
- 3. Note the pagination box in the upper right-hand corner of the Sheet. This section keeps a record of the number and order of the Prescription Sheets used for one Unit. A prescription for a single skill frequently requires more than two pages as represented in our samples. Therefore, additional Sheets are attached and numbered as space is needed. The pretest and posttest scores, however, are always recorded on the first sheet.



MATHEMATICS PRESCRIPTION SHEET#5 STUDENT Kate Brown NUMBER U. S. SCHOOL STAMP U. S. 2-3 UNIT G-COP1, 43 **ROOM** GRADE U. S. 10 11 12 U. S. SCHOOL CALENDAR UNIT DATES U. 23-25 UNIT BEGAN 10/19 U. 13-16 BEGAN U. 17-20 U. 26-28 UNIT ENDED **ENDED** Worked DAYS WORKED* U. 21-22 SKILL BOOKLETS **CURRICULUM TEST** DAYS. SC'S WORKED PRES. I PAGE PART 2 PART 1 IN MAX. INIT. TECH **SCORE SKILL ♥** CODES POINTS SCORE 5 74-75 SCORE **S**. 72-73 S. 76-77 58-71/ 3 13 16 17. 18 PRE AND POST TEST SCORES INSTRUCTIONAL TECHNIQUE **CODES** ENTER SKILL NUMBER % **ENTER POST POINTS** PRE **POST POST** 01 TEACHER TUTOR PER SKILL 02 PEER TUTOR 188 03 SMALL GROUP (2-10) 100 LARGE GROUP (11-UP) 04 100 05 SEMINAR 100 06 **CURR. TEXTS** 07 OTHER TEXTS FILM STRIPS X X X X X X X 6 Y 72 09 RECORDS, TAPES JUCH SAMPLE RESEARCH 10 TUTOR OF OTHERS 11 **OTHERS** 12 24

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-Prescription Sheet #5: Kate Brown

G-COP 1, 4, 5

- Obtain a copy of G-COP Posttest.
 Examine the test items Kate did.
- 2. Kate worked on her prescriptions for Skills 1, 4 and 5 and was tested separately for mastery of each. She was assigned G-COP Posttests and her scores indicated that she still had not mastered Skill 1, and that she lost mastery of Skill 2.
- 3. The teacher then repeated the procedure of prescribing and testing Skills 1 and 2. Following this, Kate was posttested a second time (G-COP Pretest was used). This time her scores indicated mastery of G-COP.
- 4. Note the changes in mastery that occured from the Pretest scores to the <u>first</u> set of Posttest scores:

Skill	Pretest %	First Posttest %	Change
1	0	80	Improved but no mastery
2	100	80	Lost mastery
3	100	100	Maintained mastery
4	60	100	Mastery
5	80	100	Mastery
	•		

The teacher prescribed additional work for Skill 1 and determined mastery of Skill 1.

The teacher prescribed work for Skill 2 and determined mastery of Skill 2. After this, the teacher had to decide whether or not to posttest the <u>entire</u> unit a second time.



(In order to make this decision concerning posttesting the entire unit or part of a unit for a second time, IPI teachers examine all the test scores on a unit. If the student has shown a continuous increase in mastery throughout his prescription and his first posttest scores show no regressions, then the teacher may elect to prescribe only the needed portions of the second posttest. If there are fluctuations in mastery of the skills within a unit, the teacher should test the entire unit during the second posttesting.)

In Kate's case, the entire unit is posttested the second time around. Kate's teacher wanted evidence that there were no persistent regressions or fluctuations in mastery of the skills.

5. Let's suppose that Kate's pretest and first posttest scores looked like this:

Skill	Pretest %	First Posttest %	Change
1	0	80	Improved but no mastery
2	100	100	Maintained mastery
3	100	100	Maintained mastery
4	60	100	Mastery
5	80	100	Mastery
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The teacher also has noted through observation of Kate's performance in the prescriptions for Skills 1, 4 and 5, and test scores for the separate Skills, that Kate has shown steady growth in mastering these G-COP skills. The Posttest score of 80% for Skill 1 shows great improvement from the 0% Pretest score, but it remains unmastered. An additional prescription of work for Skill 1 is given to Kate who completes it accurately and quickly. For a second posttest, the teacher merely assigns the Skill 1 section of the test, and perhaps assigns the Skill 4 section (60% on Pretest) to double check retention.



Remember, a posttest is an instructional tool for obtaining achievement data about a student. Since posttesting on a unit is repeated to gain additional information for instructional decision-making, use it to answer your questions concerning diagnosis and mastery. Do not overburden the student with unnecessarily repeated posttesting of skills for which he has given clear evidence of mastery.



TEACHING IN IPI

PROCEDURES FOR POSTIESTING

Aide

Student

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administers Unit	
and	
Prescribes	Posttest.
2.	

Reads directions as needed.

Examines Posttest scores. ښ

unmastered and any skill(s) for These skills require additional Identifies the skill(s) still which mastery has regressed. prescriptions.

tered unit when all the scores in the posttested unit are over 85%. Administers Pretest Moves student to next unmasfor this Unit. م,

Repeats steps 1-3 until all the scores of the posttested Unit are over 85%.

Alternates use of Unit Posttest with Unit Pretest for second posttesting.

Takes prescribed Unit Posttest. Gives completed Posttest to aide.

Scores Posttest

in Scores box on Prescription Enters scores and percentages

> Waits for additional prescriptions.

Works on additional prescriptions. Takes Unit Pretest for next Unit. Gives completed Pretest to aide.

Repeats corresponding steps.

Starts a new Prescription Sheet. Enters scores and percentages on Prescription Sheet. Scores Pretest.

Repeats corresponding steps.

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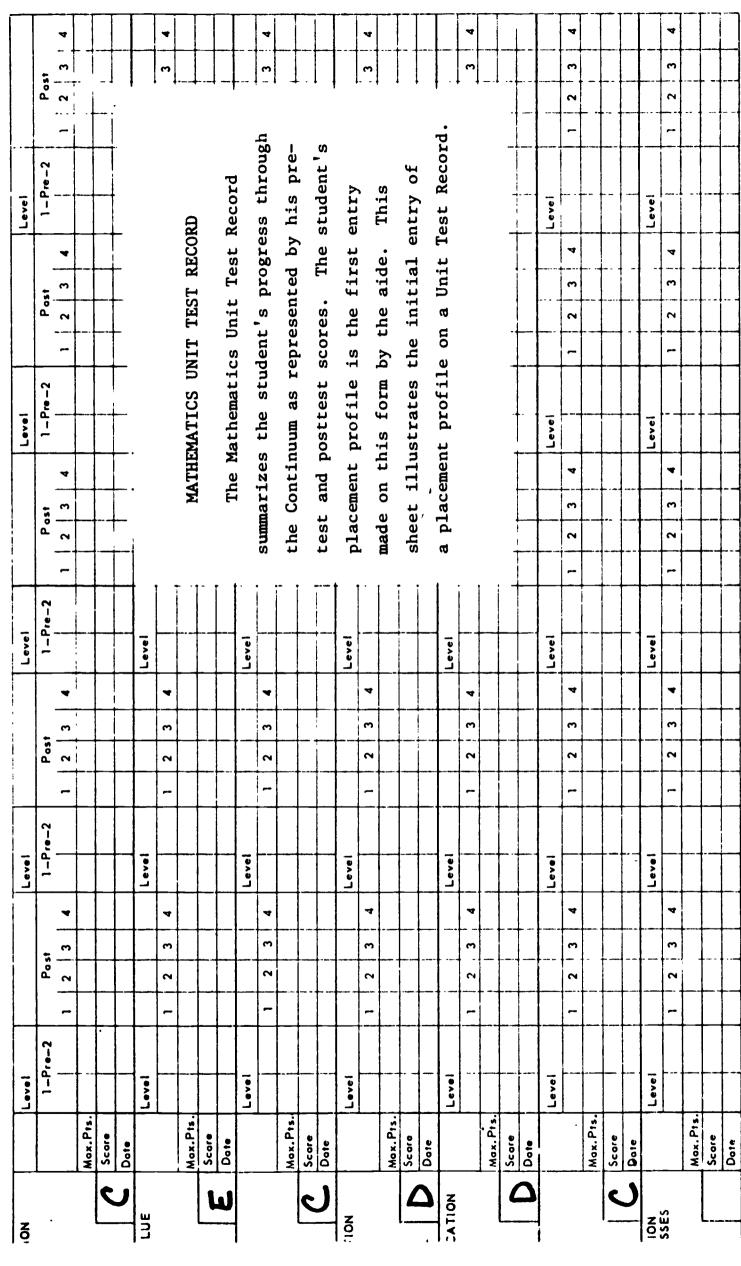
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POSTTEST: Section III: IPI Pretests and IPI Posttests

The following items constitute a posttest.

The answer key which accompanies the test is correlated to the instructional materials in this section. Based upon the right and wrong responses you have made on the test, the answer key will direct you to those pages on which you should work to achieve 100% mastery.

Use the directions given with the pretest.



Select the best answer:

1.	IPI	Pretests	sample:
----	-----	----------	---------

- Representative skills in a unit.
- b. Each skill in a unit.
- c. Representative skills on a level.

2. IPI Pretests are:

- ...a. Parallel forms of the Placement Tests.
 - b. Parallel forms of the Posttests:
 - c. Parallel forms of CET's.

3. In sequencing units from a student's Placement Profile:

- a. Start sequencing the units found in the lowest level on the Profile.
- b. Start the sequence with the first Numeration unit that appears on the Profile.
- c. Automatically start the sequence atC-Num. for third graders.
- 4. A student pretested in E-Div. (7 skills) #1-78%; #2-100%; #3-60%; #4-90%; #5-100%; #6-40%; #7-80%. He needs prescriptions for:
 - a. Skills 1 through 7.
 - b. Skills 1, 3, 6, 7.
 - c. Skills 1, 3, 4, 6, 7.
- 5. When a Pretest is administered at the beginning of a unit, the teacher:
 - a. Administers the entire Unit Pretest.
 - b. Administers only the items that test the skills that will be taught.
 - c. Administers each skill section separately but in the order in which they appear in the booklet.



٥.	A teach	er uses posttest scores to decide to:	
	a.	Move a student out of a unit.	
	ъ.	Extend a student's prescription.	
	c.	Both a and b.	
_			
7.	Unit Po	sttests are used primarily to:	
	a.	Assess mastery of an entire unit.	
	b.	Assess mastery of each skill.	
	c.	Diagnose learning needs.	
8.	A teach	er has extended a prescription for a	
		in C-P.V. (5 skills) #1-88%; #2-100%;	
		#4-100%; #5-100%. The extended pre-	
		on will be for:	
		Skill 1 and 3.	
	ъ.	Skill 3.	
	c.	None of these.	
•	Dan Ala		
9.	_	second posttesting of the student above	
		em 8), the teacher will most probably	
	assign:		
	a.	Skill 3 section of C-P.V. Posttest.	
	ъ.	Skill 3 section of C-P.V. Pretest.	
	c.	Skill 1 and 3 section of C-P.V. Posttest.	
10.	Posttest	s whose scores on individual skills are	
	below 85	% are used:	
	a.	To move a student back one level.	
	ъ.	To compute an average score for the	
		unit.	
	c.	To diagnose the difficulty the student	

is having.



ANSWER KEY

POSTTEST: Section III: IPI Pretests and IPI Posttests (pp. 22-234)

- 1. b
- 2. ъ
- 3. a
- 4. b
- 5. a
- 6. c
- 7. a,b
- 8. b
- 9. Ъ
- 10. c

IPI Curriculum Embedded Tests



IPI CURRICULUM EMBEDDED TESTS

The teacher:

- 1. Describes IPI Curriculum Embedded Tests in terms of use and organization.
- 2. Follows the procedures in using Curriculum Embedded Tests:
 - a. Prescribing and administering a particular CET to student completing a prescription for a skill.
 - b. Selecting and assigning only Part I of CET to assess mastery of a skill as needed.
 - c. Scoring and filling in scores and percentages on Mathematics Prescription Sheet.
 - d. Using the 85% criterion on CET-Part I to guide decision to assign the next unmastered skill or to extend the prescription.
 - e. Using the 85% criterion on CET-Part II to guide selection and assignment of next prescription.
 - f. Assigning Unit Posttest when CET-Part I scores for all prescribed skills indicate mastery of the skills.



PRETEST: Section III: Curriculum Embedded Test

The following items constitute a pretest.

The answer key which accompanies the test is correlated to the instructional materials in this section. Based upon the right and wrong responses you have made on the test, the answer key will direct you to those pages on which you should work to achieve 100% mastery.

Directions:

- 1. Take the pretest.
- 2. Use the answer key immediately following the pretest to correct your work.
- 3. Work on the pages to which you are directed by the pretest answer key.
- 4. Take the posttest.
- 5. Use the answer key immediately following the posttest to correct your work.
- 6. Move on to the next pretest if you have scored 100%.
- 7. Work on the pages to which you are directed by the postrest answer key if you have scored under 100%. Discuss these pages with other teachers working through this section.
- 8. Use the pretest as a posttest. (Alternate using the two test forms.)
- 9. Work toward 100% mastery.



Select the best answer:

1. CET's are designed to test mastery of	1.	CET's	are	designed	to	test	mastery	0
--	----	-------	-----	----------	----	------	---------	---

- a. A unit.
- b. One particular unit skill.
- c. Two particular unit skills.
- When a student scores under 85% on Part 1 of a CET, he is:
 - a. Assigned additional work in the skill.
 - b. Retested with the section of the Unit Pretest that measures the skill in Part 1.
 - c. Assigned Part 2 of the CET for the preceding skill.
- 3. When a student scores over 85% on Part 2 of a CET, the teacher must:
 - a. Assign Part 1 of the next CET.
 - b. Write a short prescription for the skill tested in Part 2.
 - c. Check the scores of the Unit Pretest.
- 4. The following table represents a student's performance in D-Frac. to date: What is his next prescription?

	Pretest		CET Pe	ercent
Unit Skill	Percent	Prescription	Part 1	Part 2
D-Frac1	100			
D-Frac2	6 0	Completed	95	9 5
D-Frac3	95			
D-Frac4	60			
D-Frac5	100			

- a. Part 1 of D-Frac.-4 CET.
- b. Part 2 of D-Frac.-3 CET.
- c. Work in D-Frac.-4.



- 5. A CET for a particular skill is similar to a Unit Posttest in-so-far as it:
 - a. Tests for mastery of one skill and pretests the next skill.
 - b. Tests for mastery of one or more skills.
 - c. Tests for mastery and can be used for diagnosis.

6. What is the next prescription?

Unit Skill	Pretest	Date of the second second		Percent
OHIL SKIII	Percent	Prescription	Part 1	Part 2
E-Spec. T1	70	Completed	95	100
E-Spec. T2	80			
E-Spec. T3	60			
	•	Į.		

- a. Assign E-Spec. T.-2 CET Part 1.
- b. Assign E-Spec. T.-2 CET
- c. Assign work in E-Spec. T.-3.

7. What is the next prescription?

	Pretest		CET 1	Percent
Unit Skill	Percent	Prescription	Part 1	Part 2
E-Spec. T1	70	Completed	95	50
E-Spec. T2	80			
E-Spec. T3	60			

- a. Assign E-Spec. T.-2 CET (Part 1).
- b. Assign work in E-Spec. T.-2.
- c. None of these.



8. What is the next prescription?

	Pretest		CET Percent		
Unit Skill	Percent	Prescription	Part 1	Part 2	
C-Sub1	60	Completed	95	60	
C-Sub2	40	Completed	90	83	
C-Sub3	60				
C-Sub4	100	}			
	ŧ	L	1	7	

- a. Assign C-Sub.-3 CET.
- b. Assign work in C-Sub.-3.
- c. None of these.

9. What helped the teacher decide not to prescribe work for Skill 2?

Unit Skill	Pretest Percent	Prescription	CET I	Percent Part 2
C-Sub1	60	Completed	95	90
C-Sub2	60	None prescribed	100	70
C-Sub3	80	Completed	9 5	95
C-Sub4	100			

- a. C-Sub.-1 CET (Part 2) and Pretest scores.
- b. Work in C-Sub.-1 and C-Sub.-1 CET.
- c. C-Sub.-1 CET (Part 2) and C-Sub.-2 CET (Part 1).

10. What is the next prescription?

Unit Skill	Pretest Percent	Prescription	CET P Part 1	ercent Part 2
G-Add1	80	Completed	100	95
G-Add2	60	None assigned	9 5	90
G-Add3	100			

- a. Take Unit Posttest.
- b. Take Unit Pretest for next unmastered unit.
- c. Take G-Add.-2 CET (Part 2).



ANSWER KEY

PRETEST: Section III: IPI Curriculum Embedded Tests (pp.

- 1. b
- 2. a
- 3. c
- 4. a
- 5. c
- 6. b
- 7. b
- 8. ь
- 9. c
- 10. a



CURRICULUM EMBEDDED TEST

The Curriculum Embedded Test (CET) is a highly specific test that measures mastery of <u>one</u> particular skill <u>within</u> a unit. It is used during instruction to monitor the student's progress as he moves from mastering one skill to another.

This section will answer the following questions about IPI Curriculum Embedded Tests (CET's):

- 1. What are CET's?
- 2. What are CET's used for?
- 3. How many CET's are there for the IPI Mathematics Continuum?
- 4. How are the CET's labeled?
- 5. What does each CET consist of?
- 6. Where are CET's found?
- 7. What are the procedures followed in prescribing CET's?



What are CET's?

CET's are achievement tests, each of which measures mastery of a single skill within a unit separately. In addition, each CET has a section which serves as a limited pretest for the next skill in the unit.

What are CET's used for?

CET's are used to measure mastery of each and every unit skill by means of a separate test for each skill. For example, D-Special Topics contains Skills 1, 2 and 3. There is a separate CET for Skill 1, for Skill 2, and for Skill 3. As the student completes the worksheets prescribed for the attainment of the assigned skill, the teacher then prescribes the CET for that skill. The student must score 85% or higher on this CET before he can move on to the next unmastered skill in the unit. CET's might be considered miniature posttests of individual skills, taken as part of the student's prescription for the skill. Determination of mastery of each skill is important. A CET score under 85% tells the teacher that the skill is still unmastered and additional work must be prescribed. A CET score of 85% tells the teacher that the skill has been mastered and the student is ready to move on to the next unmastered skill in the unit or to the Unit Posttest (if this is the last skill he must master.)

While CET's are used to assess mastery, they may also be used to diagnose a student's learning problem in the event the student fails the CET. In this manner, CET's help the teacher to diagnose the student as a learner and to prescribe more effective assignments.

How many CET's are there for the Mathematics Continuum?

There are two parallel forms of CET's for each skill in the Mathematics Continuum except for Level A which has one CET for each of the skills in the three Areas (Num., Add., Frac.)

How are CET's labeled?

CET's are labeled by the unit skill they test.

EXAMPLE: D-Place Value-4, B-Num.-1, G-COP-4.

In addition, each CET is labeled as CET I or CET II to indicate whether it is the first parallel form of the CET or the second.



What does each CET consist of?

Each CET consists of a set of test items that sample the <u>unit skill</u> under consideration. The CET measures the skill just learned through the prescription.

In addition, there is a second section to the CET which serves as a short pretest of the next skill appearing in the unit. The information from this section supplements the unit pretest information.

Where are CET's found?

CET's are found in two places.

CET I and II for a skill are found in the booklet of worksheets for the particular skill. For example, CET I and II for D-Place Value-4 are found in the booklet of worksheets called <u>Standard Teaching Sequence Booklet D-Place Value-4</u>. This is so designed to facilitate administration of the test at specified intervals in the sequence of prescribed worksheets.

There are also pads of the identical <u>CET I's</u> bound together. The CET I may be pulled off and the single sheet presented to the student. This arrangement allows for a great deal of flexibility in using CET's. The teacher may wish to prescribe only the CET for a skill in order to obtain additional test information for instructional decision-making. The different ways that a teacher uses CET's as a basis for instructional decisions will be discussed in detail in the next section. In the meantime, the following exercise will help you become familiar with the contents and organization of CET's.

EXAMINE THE FIVE STS BOOKLETS FOR D-COP (FIVE UNIT SKILLS) THAT FOLLOW TO CHECK THAT:

- 1. The cover identifies the Unit Skill taught in the STS Booklet.
- 2. The back of the booklet identifies the Unit Skill, states the skill objective, as well as indexes the worksheets, CET's and supplementary materials by page. Some exercises have two worksheets and each page is indexed in the left-hand column or under Supplementary Materials.
- 3. CET I is indexed in the left-hand column. CET II is indexed under Supplementary Material.



- 4. The inside front cover provides the student with a sample of a completed test item. The remaining pages contain worksheets, CET's and Supplementary Materials.
- 5. As you examine the pages, compare the directions given to the student to the description of the corresponding exercise indexed on the back cover. Both are behaviorally stated.
- 6. Both CET's contain a section that tests the skill taught in the booklet. The test items are similar to the worksheet items since they both focus on the same behavior or skill.

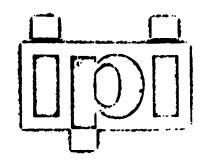
 Both CET's contain a section (below the double line) that is a limited pretest of the next skill in the unit. If the skill being tested is the last skill in the unit, there will be no test below the double line.
- 7. As you examine each successive STS Booklet for the Unit you have selected, you will notice that the CET tests the skill in its booklet and also pretests the next skill taught in the following STS Booklet. The CET's in the last STS Booklet have no double line and pretest section.

THEN EXAMINE THE CORRESPONDING CET'S FROM THE PADS. THESE HAVE BEEN INSERTED AFTER THE STS BOOKLETS. NOTE THE FOLLOWING:

- 1. Only CET I's are included since only CET I's are in pad form.
- 2. The CET I for a particular skill is identical to the CET I in the STS Booklet.



SCHOOL CODE	NAME	
	NUMBER	_ CLASS



MATTER STATE THE C

Stamoland hearthnig sequence Booklet

LEVEL D
COMBINATION OF PROCESSES (07)

SKILL 1

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph I. Lipson, Ph.D., Director; Edith Kohut; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction of Jerome D. Kaplan, Ed.D., Teachers College, Columbia University

Appleton-Century-Crofts



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DEVELOPMENTAL EDITION



TO THE STUDENT

Try to solve these problems.

In this booklet you will practice adding and subtracting yards, inches, and units of measurement.

Answers

<u>25</u> cups

<u>15</u>¢

2 cups

 $\frac{1}{12}$ cups = 6 pints



Write the answers to these problems.

TOTAL	NUMBER	
POINTS	CORRECT	
Q		

LEVEL	UNIT	SKILL	PAGE
ח	07	1	1

Write the answers to these problems.

For extra practice, do Pages 9 and 10.

TOTAL	NUMBER CORRECT
12	

ERIC Full Text Provided by ERIC

LEVEL	UNIT	SKILL	PAGE
D	07	1	2
ן ע	U1] +	_ 4

Write the answers to these problems. Use the work space.

Work space

For extra practice, do Pages 11 and 12.

TOTAL	NUMBER
POINTS	CORRECT
11	

LEVEL	UNIT	SKILL	PAGE
D	07	1	3

Do what each sign tells you.

For extra practice, do Page 13.

TOTAL	NUMBER
POINTS	CORRECT
10	

ERIC Foulded by ERIC

LEVEL	UNIT	SKILL	PAGE
D	07	1	4

Do what each sign tells you.

TG1l	NUMBER
FGH/15	CORRECT
9	

ERIC Frontisted by ERIC

FEAEF	UNIT	SKILL	PAGE
D	07	1	5

Add or subtract as requested.

27 cents - 12 cents = cents

52 weeks - 11 weeks = weeks

TOTAL	NUMBER
POINTS	CORRECT
8	

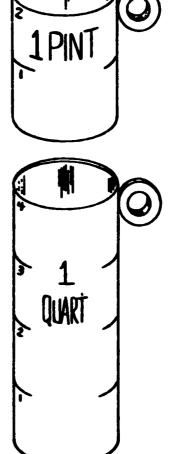
ERIC Frederick Day ERIC

LEVEL	UNIT	SKILL	PAGE
D	07	1	6

Fill in the blank with the correct answer.



For extra practice, do Page 14.



TOTAL	NUMBER CORRECT
11	

LEVEL	UNIT	SKILL	PAGE
D	07	1	7

CET I

Add or subtract as requested.

C	TL. PTS.	
C-RC	12	100%
CLE	NO. OF PTS.	. %
E	11	92
c	10	83
CORREC	9	75
R		67
R	7	50
č	6	50
T	5	42
	4	33
BO	3.	25
×	2	17
^_	1	

$$25$$
¢ - 10 ¢ = ___¢

Add or subtract as requested.

18 inches + 4	inches =	inches
48 cents - 29	cents =	cents

c	TL. PTS.		
l k	6	100%	
C-RCLE	NO. OF PTS.	3	
E	5	83	
c	4	67	
CORRECT	3	90	
"	2	33	
E	1	17	
C			
† [
, o			
×			
لنا			

FEAEF	UNIT	SKILL	PAGE
D	07	1	8

Write the sums.

TOTAL	NUMBER
POINTS	CORRECT
16	

LEVEL	UNIT	SKILL	PAGE
D	07	1	9

Write the differences.

TOTAL	NUMBER
POINTS	CORRECT
14	

ERIC Full Taxt Provided by ERIC

LEVEL	UNIT	SKILL	PAGE
D	07	1	10

Write the answers to these problems in the blanks.

TOTAL	NUMBER
POINTS	CORRECT
9	

LEVEL	UNIT	SKILL	PAGE
D	07	1	11

Write the answers to these problems in the blanks.

TOTAL	NUMBER
POINTS	CORRECT
9	

LEVEL	UNIT	SKILL	PAGE
D	07	1	12

Do what each sign tells you.

Label your answers.

$$17$$
¢ - 6¢ = _____

TOTAL	NUMBER
POINTS	CORRECT
21	

LEVEL	UNIT	SKILL	PAGE
D	07	1	13

Fill in each blank with the correct answer.

TOTAL	NUMBER
POINTS	CORRECT
7	

LEVEL	UNIT	SKILL	PAGE
D	07	1	14

CET II

Add or subtract as requested.

62

C	TL. PTS.	
1	12	100%
RCLE	NO. OF PTS.	3.
E	11	92
c	10	83
COR	9	75
R		67
REC	7	58
č	6	50
Ť	5	42
•		33
8	3	25
° ×	2	17
^ [1	8

6 nickels + 2 nickels = ___ nickels

Add or subtract as requested.

C	TL. PTS.	
R	6	100%
ローROJ田	NO. OF PTS.	7.
E	5	83
C	4	67
CORRECT	3	50
R	2	33
Ê	1	17
C		
T		
0 X		
X		
1		

206 pennies + 327 pennies = ___ pennies

TOTAL	NUMBER
POINTS	CORRECT

LEVEL	UNIT	SKILL	PAGE
D	07	1	15

OBJECTIVE: Solves addition and subtraction problems written in horizontal or vertical form with no carrying or borrowing. Reviews money, time, and measurement skills from level C. No conversions except number of cups and pints in one quart.

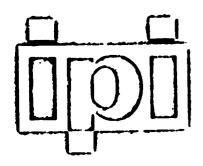
STANDARD TEACHING SEQUENCE

Page		Supplementary Material
1.	Writes answers to vertical addition and subtraction problems. Answers to 1,600.	
2.	Writes answers to vertical addition and subtraction problems. Answers to 2,000.	9 and 10
3.	Writes answers to horizontal and vertical addition and subtraction problems. Answers to 2,000.	11 and 12
4.	Adds and subtracts numerals to 2,000 in the form of days, years, cents, ξ^i , inches, months, feet.	13
5.	Adds and subtracts numerals to 2,000 in the form of days, years, cents, ξ , inches, feet, months.	
6.	Adds and subtracts numerals to 2,000 in the form of days, years, cents, f, inches, feet, months.	
7.	Fills in blanks with answers to conversion problems of cups, pints and quarts.	14
8.	CET I.	
	СЕТ П.	15

Circle pages that are to be done.



SCHOOL CODE	NAME	
	NUMBER	CLASS



MANITURE WATER

Standard Teaching Sequience Booklet

LEVEL D
COMBINATION OF PROCESSES (07)

SKILL 2

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph L. Lipson, Ph.D., Birector; Edith Kohut; Barbara Thomas. Written by the staff of Appleton-Century-Crofts under the direction of Jereme B. Kaplan, Ed.D., Teachers College, Columbia University

Appleton-Century-Crofts



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DEVELOPMENTAL EDITION



TO THE STUDENT
Write the sum in the blank.
396 inches
+ 548 inches
inches
You will be doing this type of problem in this booklet.

Answers

944 inches



Find the sums and differences.

TOTAL	NUMBER
POINTS	CORRECT
8	

LEVEL	UNIT	SKILL	PAGE
D	07	2	1

Find the sums and differences.

TOTAL	NUMBER
POINTS	CORRECT
8	

LEVEL	UNIT	SKILL	PAGE
D	07	2	2

Find the sums and differences. Label your answers with the correct units of measurement.

$$25\hat{\varsigma}-18\hat{\varsigma}=\frac{-74}{17}$$

TOTAL	NUMBER CORRECT
7	

LEVEL	UNIT	SKILL	PAGE
D	07	2	3

Find the sums and differences. Label your answers with the correct units of measurement.

$$18¢ + 53¢ = ____$$

For extra practice, do Page 9.

STAL UNTS	NUI/
7	

EVEL	UNIT	SKILL	PAGE
-	07	2	4

Find the sums and differences. Label your answers with the correct unit of measurement.

825 days - 538 days =
$$\frac{287}{207} \frac{days}{days}$$

For extra practice, do Page 10.

TOTAL	NUMBER
POINTS	CORRECT
6	

LEVEL	UNIT	SKILL	PAGE
D	07	2	5

There are 2 cups in 1 pint. To find how many pints there are in a group of cups, divide the number of cups by 2.

$$2 \div 2 = 1$$

$$2 cups = 1 pint$$

$$10 \div 2 = 5$$

$$268 \div 2 = 134$$

$$10 \text{ cups} = 5 \text{ pints}$$

There are 2 pints in a quart. To find how many quarts there are in a group of pints, divide the number of pints by 2.

$$336 \div 2 = 168$$

For extra practice, do Pagell.

TOTAL	NUMBER
POINTS	CORRECT
5	

LEVEL	UNIT	SKILL	PAGE
D	07	2	6

Solve these problems.

308 cups

+ 416 cups

724 cups or ___ pints

289 pints

+ 773 pints

pints or quarts

986 cups

- 348 cups

___ cups or ___ pints

For extra practice, do Page 12.

TOTAL	NUMBER
POINTS	CORRECT
6	

LEVEL	UNIT	SKILL	PAGE
D	07	2	7



CET I

Add or subtract as requested.

hours	inches	days
+ 87 hours	- 49 inches	+ 174 days
36 hours	78 inches	247 days

С	TL. PTS.	
R	9	100%
C - R C 」 E	NO. OF PTS.	10
£	8	89
С	7	78
CO	6	67
R	5	56
RECT	4	44
Č	3	33
T	2	22
	1	11
BO		
X		

$$25$$
¢ - 16 ¢ = ___¢

Multiply or divide as requested.

$$5 \text{ inches} \times 4 = \text{inches}$$

$$30 \text{ feet} \div 5 = \text{feet}$$

$$4 \text{ yards} \times 4 = yards$$

42 feet
$$\div$$
 7 = ___ feet

С	TL. PTS.	
8	4	100%
の一をつご	NO. OF PTS.	•
	3	75
С	2	50
0	1	25
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LEVEL	UNIT	SKILL	PAGE
D	07	2	8

Find the sums and differences. Label your answers with the correct unit of measurement.

TOTAL	NUMBER
POINTS	CORRECT
7	

ERIC Foulded by ERIC

LEVEL	UNIT	SKILL	PAGE
D	07	2	9

Find the answers to these problems.

300 inches

- 28 inches

272 inches

43 months

+ **359** months

months

215 minutes - 93 minutes = minutes

37 cups + 89 cups = ___ cups or ___ pints

391 cents

- 112 cents

cents

922 inches - 180 inches = ____ inches

514 months

+ 1,348 months

months

514 cups + 628 cups = ___ cups or ___ pints

TOTAL	NUMBER
POINTS	CORRECT
10	

ERIC*

LEVEL	UNIT	SKILL	PAGE
D	07	2	10

Find the sums and differences.

$$1 \text{ pint} = 2 \text{ cups}$$

3 pints + 5 pints =
$$\frac{3}{2}$$
 pints or $\frac{11}{2}$ quarts

TOTAL	NUMBER
POINTS	CORRECT
11	

LEVEL	UNIT	SKILL	PAGE
D	07	2	11



Find the sums and differences.

376 pints

+ 722 pints

pints or 549 quarts

892 cups

- 316 cups

cups or pints

529 pints

+ 463 pints

___ pints or ___ quarts

TOTAL	NIMBER
POINTS	NUMBER CORRECT
6	

LEVEL	UNIT	SKILL	PAGE
D	07	2	12



CET II

Add or subtract as requested.

inches	pints	quarts	¢
+ 23 inches	+ 19 pints	- 29 quarts	+ 17¢
17 inches	13 pints	36 quarts	15¢

O.	TL. PTS.	
R	9	100%
C-RCLE	NO. OF PTS.	%
	•	89
c	7	78
COR	6	67
R	5	56
RECT	4	44
č	2	33
T	2	22_
	1	11
80		
×	•	
	•	

$$34c - 17c = c$$
 $71c - 65c = c$

$$71c - 65c = \underline{\qquad} c$$

Multiply or divide as requested.

16 inches
$$\div$$
 2 = ___ inches

$$45 \text{ yards} \div 5 = \text{yards}$$

٠,	TL. PTS.	
R	4	100%
の一なっ」	NO. OF PTS.	٠,
-	3	75
С	2	50
0	1	25
R		
CORRECT		
c		
T		
8		
BOX		
×		
		<u>'</u>

FEVEL	UNIT	SKILL	PAGE
D	07	2	13

LEVEL D, COMBINATION OF TROOLS, SINCE 2

OBJECTIVE: Solves addition and subtraction problems written in horizontal or vertical form with borrowing and carrying numbers to 2,000. Reviews money, time, and measurement skills for Level C. No conversions except number of cups and pints in one quart.

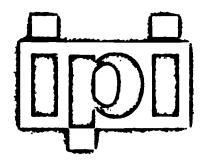
STANDARD TEACHING SEQUENCE

Page		Supplementary Material
1.	Adds and subtracts.	
2.	Adds and subtracts.	
3.	Adds and subtracts units of measurement.	
4.	Adds and subtracts units of measurement.	9
5.	Adds and subtracts units of measurement.	10
6.	Adds and subtracts, with conversion of cups, pints, and quarts.	11
7.	Adds and subtracts, with conversion of cups, pints, and quarts.	12
8.	CET I.	
	CET II	13

Circle pages that are to be done.



SCHOOL CODE	NAME	
	NUMBER	_CLASS



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Standard Teaching Sequence Booklet

LEVEL D

COMBINATION OF PROCESSES (07)

SKILL 3

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph L. Lipson, Ph.D., Director; Edith Kohut; Barbara Thomas.

Written by the staff of Appleton Century Crofts under the direction of Jerome D. Kaplan, Ed.D., Teachers College, Columbia University

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WELOPMENTAL EDITION



TO THE STUDENT

Write in your answers to these problems.

In this booklet you will practice solving problems like these.

Answers

4 18 3



Solve these problems.

10

 $\times 4$

4

TOTAL	NUMBER
POINTS	CORRECT
12	1

ERIC Frontestor FRIE

LEVEL	UNIT	SKILL	PAGE
D	07	3	1

Solve. Label your answer.

1 week =
$$\frac{1}{2}$$
 days

TOTAL	NUMBER
POINTS	CORRECT
13	

ERIC Provided by ERIC

LEVEL	UNIT	SKILL	PAGE
ח	07	Q	,

Solve. Label your answers.

c = 2 quarters

25¢ = ___ quarter

$$8 \times 2 = \underline{\hspace{1cm}} 16 \div 4 = \underline{\hspace{1cm}}$$

7) 35

4) 24 feet

For extra practice, do page 10.

TOTAL	NUMBER
POINTS	CORRECT
14	

LEVEL	UNIT	SKILL	PAGE
D	07	3	3

Solve these problems. Label your answers

	
POINTS	CORRECT
5	
อ	1 i

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LEVEL	UNII	SKILL	PAGE
D	07	3	4

Solve. Label your answers.

4) 36 pints

2 pints

 $\times 4$

2 feet

<u>× 3</u>

6) 30¢

4) 24 inches

3) 21 hours

TOTAL	NUMBER
POINTS	CORRECT
6	

LEVEL	UNIT	SKILL	PAGE
D	07	3	5

Solve. Label your answer

5) 50 minutes

1 inch <u>× 6</u>

2) 8 days

4) 20 years

1 inch

6 weeks

<u>× 6</u>

 $\times 4$

2) 2 weeks

6

 \times 3 feet

9 feet

<u>× 2</u>

2

×7 yards

For extra practice, do page 11.

TOTAL	NUMBER
POINTS	CORRECT
10	

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LLYEL	1 .7847	5K1'_1	PACE
	· ·		
•			
1)	1 67	3	t

CET I

Multiply or divide as requested.

5 feet	4 inches	3 days
<u>× 5</u>	<u>× 2</u>	<u>× 4</u>

Ċ.	TL. PTS.	
0-R0	10	100%
CLE	NO. OF PTS.	%
E	•	90
c	•	90
CORREC	7	70
R	6	€0
F	5	50
c	4	40
T	3	30
	2	20
8	1	10
8 0 8		

40 hours
$$\div$$
 4 = ___ hours

$$12 days \div 3 = \underline{\hspace{1cm}} days$$

$$27 \text{ yards} \div 3 = yards$$

$$7 \times 3 =$$

Solve.

Tommy spends 5 hours in school each day. How many hours does he spend there in five days?

hours

С	TL. PTS.	
R	1	100%
ローボロコビ	NO. OF PTS.	*
COR		
R		
RECT		
0 X		

· · · · · · · · · · · · · · · · · · ·			
LEVEL	UNIT	SKILL	PAGE
D	07	3	7

Find the products.

7 × 3 9

<u>× 2</u>

5

<u>× 1</u>

7

<u>× 2</u>

5

<u>×7</u>

10

<u>× 4</u>

9

<u>× 5</u>

6

× 4

-

5

<u>× 8</u>

TOTAL	NUMBER CORRECT
10	

ERIC AFull fast Provided by ERIC

LEVEL	UNIT	SKILL	PAGE
D	07	3	8

Find the quotients.

6 7 30

6) 18

6)24

9 7 36

9 7 45

2)14

3) 21

10) 30

TOTAL	NUMBER
POINTS	CORRECT
11	

ERIC Foulded by ERIC

LEVEL	UNIT	SKILL	PAGE
D	07	3	9

Solve. Label your answers.

3) 36 minutes

10) 50¢

3 hours

<u>× 2</u>

3¢

 $\times 5$

9¢ 4 inches

5) 45 hours 2) 14 inches $\times 3$ $\times 7$

12 feet ÷ 4 = ____

TOTAL	NUMBER
POINTS	CORRECT
9	

ERIC Full Text Provided by ERIC

LEVEL	UNIT	SKILL	PAGE
D	07	· 3	10

Solve. Label your answers.

<u>×7</u>

____ or ___ weeks

7) 21 yards

1 yard

<u>× 3</u>

9

<u>× 3</u>

24 inches ÷ 8 =

		-		

TOTAL	NUMBER
POINTS	CORRECT
7	

rever	UNIT	SKILL	PAGE
D	07	3	11

CET II

Multiply or divide as requested.

$$50 \div 5 =$$
 8 yards $\times 1 =$ yards

C	TL. P	TS.
K	1:7	100%
ต ะกร-ก	NO. OF PTS,	%
E	9	90
c	8	90
0088M0	7	70
R	6	60
×	5	\$
Č	4	40
T	3	30
	2	20
8	1	10
8 0 X		

$$5 \text{ yards} \div 1 = \underline{\hspace{1cm}} \text{yards}$$

4 inches
$$\times$$
 7 = ___ inches

Solve this problem.

Kelly had 27¢ and his sister, Kim, had 13¢. They put their money together and bought a kite which cost 25¢. How much did they have left?

c	TL. PTS.		
	1	100%	
ポールカー の	NO. OF PTS.	3	
1 1			
CORRECT			
E			
J t			
8 0 X			_

....

LEVEL	UNIT	SKILL	FAGS.
D	07	3	12

OBJECTIVE: Solves multiplication and division problems through 5×10 involving all previously learned skills.

STANDARD TEACHING SEQUENCE

Page		Supplementary Material
1.	Completes multiplication and division facts, involving no units of time, money, or measurement.	8,9
2.	Converts quarts to pints, weeks to days, cents to hickels, and reverse.	
3.	Converts cents to dimes and reverse. Completes multiplication and division facts, some requiring labelled answers.	10
4.	Solves problems and labels answers in yards, and inches.	
5.	Solves problems and labels answers in hours, cents, inches, pints, feet.	
6.	Solves problems and labels answers in minutes, days, weeks, years, inches, feet, yards.	11
7.	CET I.	
	CET II.	12

Circle pages that are to be done.



SCHOOL CODE	NAME		
	NUMBER	CLASS	
			a any angles see



Standard Teaching Sequence Booklet

LEVEL D

COMBINATION OF PROCESSES (07)

SKILL 4

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DEVELOPMENTAL EDITION



TO THE STUDENT

Can you solve this problem?

Paula has 16 cookies and Robin has 20. If they put their cookies together and then give 1/2 of them away, how many will they be giving away?

This booklet will show you how to do problems like this.

Answer

18 cookies



Solve these	problems. Label your answers.
Merle boug	tht 7 packs of baseball cards. Each pack has 5 cards. How
many baseb	pall cards did Merle buy? cards
A butcher t	bought 10 sides of beef. He sold 1/5 of them on Monday. How
many did h	e sell? This problem
	e sell? This pro-blance is too a drawn for their level for their level.
	U -
Monica war	nts to buy a soda for 30¢. She gives the soda jerk two quarters.
How much	change will she get back?
Freda caug	ght a fish 6 inches long. Ronald caught one that was twice as
	long was Ronald's fish?

TOTAL	NUMBER
POINTS	CORREGT
4	

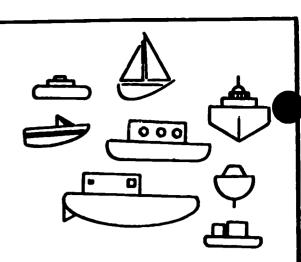
LEVEL	UNIT	SKILL	PAGE
D	07	4	1



Solve these problems. Label your answers.

Henrich had 8 boats. He gave away 1/4 of them.

Draw a ring around 1/4 of the boats to show how many he gave away.



It takes you 1 hour to get to the beach on the bus. You stay there for 3 hours. You return home on the bus and it takes you another hour. How long will you be away from home?

Batman found 18 stolen diamonds. Robin found 32. Then the thieves trapped them and stole back 1/2 of the diamonds. How many diamonds did Batman and Robin have left?

Bus fare is 20¢. If children under 7 can ride for 1/2 fare, what would be the total cost for 3 children, ages 4, 5 and 6 to ride the bus?

For extra practice, do Page 8.

TOTAL	NUMBER
POINTS	CORRECT
4	

FEAET	UNIT	SXILL	PAGE
D	07	4	2





Solve these problems. Label your answers.

Shirley gets 5¢ every week from her aunt and 5¢ every week from her uncle. How much will she get in 4 weeks?

Marge bought 3 boxes of canned cat food. Each box contained 8 cans of food. How many cans did she buy?

Christopher had a piece of licorice 21 inches long. He ate 7 inches of it. How much was left?

This year at the zoo the giraffes had a baby, the hippopotamus had 2 babies, and the wild cats had two litters of 5. How many animals were born at the zoo this year?

TOTAL	NUMBER
POINTS	CORRECT
4	

LEVEL	UNIT	SKILL	PAGE
D	07	4	3



Solve these problems. Label your answers.
It is 40 minutes until dinner time. Juan must clean his room before dinner.
If it takes Juan 25 minutes to clean his room, how much time does he have
to play outside before dinner?
On his way home from school Pedro spent 15 minutes walking, 5 minutes
climbing a tree, and 10 minutes talking to a friend. How long did it take
him to get home from school?
Norma sleeps 6 hours every night. How much time does she spend sleeping
in 5 nights?
At the end of the Summer Festival, a merchant had 40 oranges left. He
divided them evenly among his 5 workers. How many oranges did each
worker get?

TOTAL	NUMBER
POINTS	CORRECT
4	

ERIC **
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LEVEL	UNIT	SKILL	PAGE
D	07	4	4



Solve these problems. Label your answers.
Alex has a train. The engine is 5 inches long, one car is 4 inches long, two cars are 6 inches long each and the caboose is 5 inches long. How long is the whole train?
Cindy has four 3-inch books. Cindy herself is 60 inches tall. If she stacks the books and stands on top of them, how tall will she be?
The price of a candy bar has doubled since 1945. If it cost 4¢ then, how much does it cost now?
Craig has 23 marbles in one box, 43 in another, 78 in another. How many marbles does he have altogether?

For extra practice, do Page 9.

TOTAL	NUMBER
POINTS	CORRECT
4	

LEVEL	UNIT	SKILL	PAGE
D	07	4	5



Solve	these problems. Label your answers.
A pla	ant has 7 pick-up trucks, 3 dump trucks, and 8 cold storage trucks.
1/3 c	of the trucks are out of order. How many trucks are out of order?
A pül	blishing company divides 48 pencils among its 4 writers. If each
write	er gets the same number of pencils, how many pencils does each one
get?	•
A wa	rehouse has 436 boxes on the third floor. If 246 boxes are destroyed
	fire, how many boxes are left?
	ars are parked in Lot A and 45 are parked in Lot B. If by noon 21 have gone, how many are left altogether?

TOTAL	NÚMBER
POINTS	CORRECT
4	

ERIC **
Full Yeart Provided by ERIC

LEVEL	UNIT	SKILL	PAGE
D	07	4	6

Solve these problems.

Joe spent 7 cents for bubble gum, a nickel for a candy bar and a dime for popcorn. How much money did he spend?

С	TL PTS	
R	3	100
CIRCLE	NO OF	
į F	2	67
С	1	33
CORRECT		
R		
ε		
C		
'		
8		
BOX		

cents

Mary's allowance is 30 cents a week. She spends 5 cents on candy,

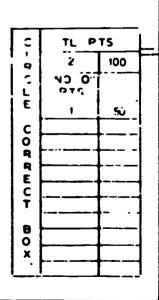
5 cents for gum and she puts 10¢ in the bank. How much does she have left?

Jill is 42 inches tall. Her big brother Jack is 65 inches tall.

How much taller is Jack than Jill?

inches

Write the correct sign, > or <, in each circle.



LEVEL	UNIT	SKILL	PANI
D	07	4	7

Solve these problems. Label your answers.

Nathan had 34 nails and Barbara had 22. They put them together in a bag and went to the factory. When they got there they discovered that 1/2 of the nails had fallen out. How many were left?

$$56 \times \frac{1}{2} =$$

A store sells 18¢ toys today for 1/2 price. If they sell 6 of these toys, how much money will they make?

$$18 \times \frac{1}{2} = 6 \times 9 =$$

Pierre works at the shop for 3¢ a day. At nights he sells papers for 6¢ a night. How much money does he make after 4 days and nights?

$$+\frac{3}{6} \qquad \qquad 9¢ \times 4 =$$

Mickie has 24 gum drops which she divides evenly among her 6 friends.

How many does each friend get?

6) 24

TOTAL	NUMBER
POINTS	CORRECT
4	

LEVEL	UNIT	\$KII.L	PAGE
D	07	4	8 328



Solve these problems. Label your answers.

Carlos needs 25¢ more to buy a kite that costs 89¢ and twine that costs 10¢. How much money does he have right now to buy these items?

Henrietta and her friend Susan decided to do volunteer work at the hospital after school. One week Henrietta worked 1 hour on Monday, 2 hours on Wednesday and 1 hour on Friday. That week Susan only worked 1/2 the time Henrietta worked. How many hours did Susan work?

Robert has 2 yards of wire to build a pen for his pet rabbit. If he needs a total of 9 feet of wire to complete the pen how many more feet of wire must he buy?

Sonya went to the store and bought 2 gallons of milk and 2 quarts of orange juice. How many quarts of milk and orange juice did she buy altogether?

TOTAL	NUMBER
POINTS	CORRECT
4	

LEVEL	UNIT	SKILL	PAGE
D	07	4	9

- apples

seats

Solve these problems.

Susan has 6 apples. If she saves 1 for herself and 1 for her teacher, how many will she have left to give to her friends?

C	TL P	TS
R	3	100
CIRCLE	NO OF	
E	2	67
С	. 1	33
R		
Ε	<u> </u>	
CORRECT		
B		
8 0 X		—
X		

A school bus has seats for 36 children. If a bus makes 3 stops and picks up 5 children at each stop, how many seats are left?

One day, Jim caught seven fish and John caught five.

It takes six fish to make one meal for their family. How many meals can their mother make from the fish they

caught?	mea	al

Write the correct sign > or < in each circle.

14 inches -2 inches



6 inches + 9 inches

12	÷	3	()	7 —	(

C	TL. P	TS.	
R	2	100 :	ŀ
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E	1	50	
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X			

LEVEL UNIT SKILL PAGE D 07 4 10

OBJECTIVE: Solves one- and two-step word problems involving skills from money, time, measurement, and other units learned to this point. Skills involved are up to D—Combination of Processes. Number limits determined by previous objectives.

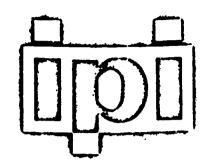
STANDARD TEACHING SEQUENCE

Page		Supplementary Material
1.	Solves one-step word problems.	
2.	Solves one- and two-step word problems.	8
3.	Solves one- and two-step word problems.	
4.	Solves one- and two-step word problems.	
5.	Solves one- and two-step word problems.	9
6.	Solves one- and two-step word problems.	
7.	CET I.	
	CET II.	10

Circle pages that are to be done.



SCHOOL CODE	NAME		
		•	
	NUMBER	CLASS	



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Standard Teachung Sequence Bookleti

LEVEL D

COMBINATION OF PROCESSES (07)

SKILL 5

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph L. Lipson, Ph.D., Director; Edith Kohut; Barbara Thomas.

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DEVELOPMENTAL EDITION



TO THE STUDENT

Can you do this?

Write =,
$$>$$
, or $<$ in the circle.

$$3 \times 5$$
 $2 \overline{)20}$

You will be doing this type of problem in this booklet.

Answer





Circle the number in each box that is greater.

500 (600)

550 450

155 5

9 13

806 1,000

720 740

620 600

875 880

265 **27**0

998 909

TOTAL NUMBER COPRECT

LE VET	UNIT	Skill	FACE
·i)	07	:	1

Circle the number in each box that is smaller.

(89) 99

300 400

591 587

77 177

900 1,025

800 900

300 306

529 429

750 760

780 880

TOTAL	NUMBER
POINTS	CORRECT
10	

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LEVEL	UNIT	SKILL	PAGE
D	07	5	2

Write the word "greater" or "smaller" in the blanks.

Put the correct sign, > or < in each circle.

Remember:

- > means greater than.
- < means smaller than.

89 is greater than 76.

89 (>) 76

360 is _____ than 390.

1,005 is _____ than 989.

775 is _____ than 725.

856 is ____ than 852. 856 () 852.

TOTAL	NUMBER
POINTS	CORRECT
9	

ERIC Full Tax Provided by ERIC

LEVEL	UNIT	SKILL	PAGE
D	07	5	3

Write the word "greater" or "smaller" in the blanks.

Put the correct sign > or < in each circle.

471 is ____ than 478.

471 (2) 478.-

601 is _____ than 599.

601 () 599

104 is than 103.

104 () 103

989 is ____ than 990.

989 990.

706 is ____ than 707.

706 () 707

TOTAL	NUMBER
POINTS	CORRECT
10	

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LEVEL	UNIT	SKILL	PAGE
D	07	5	4

Write the correct sign, >, <, or = in each circle.

Remember, = means equals.

123 (130

470 () 411

234 () 234

324 () 329

639 () 589

479 500

853 () 783

901()990

363 () 336

200 () 200

112 () 121

TOTAL	NUMBER
POINTS	CORRECT
11	

LEVEL	UNIT	SKILL	PAGE
D	07	5	5

Write the correct sign, >, <, or = in each circle.



726 () 762

98 () 89

674 () 674

853 () 835

517 () 571

TOTAL	NUMBER
POINTS	CORRECT
10	

LEVEL	UNIT	SKILL	PAGE
D	07	5	6





Write the correct sign, = or \neq (not equal) in each circle.



$$) 200 - 20 390 - 60) 330 - 10$$

For extra practice, do Page 12.



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LEVIL	UNIT	SKILL	PAGE
1)	; · 7	5	7

Write the correct sign, = or \neq in each circle.

$$3\times5\bigcirc25-10$$

$$5)20 \qquad 2 + 8$$

$$5 \times 10 \quad \bigcirc \quad 50 \div 5$$

$$3\overline{)18}$$
 \bigcirc $3+3$

$$10 \times 2 \bigcirc 40 \div 2$$

For extra practice, do Page 13.

TOTAL	NÚMBER
POINTS	CORRECT
8	

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LEVEL	UNIT	SKILL	PAGE
D	07	5	8

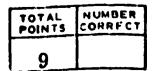
Write the correct sign >, <, or = in each circle.

$$27 \div 3$$
 \bigcirc $17 - 6$ $18 \div 2$ \bigcirc $3 + (2 + 1)$

$$0 \div 5$$
 5×1

$$8 \div 8$$
 0 × 1 $3\overline{)27}$ 4 + (3 + 2)

For extra practice, do Page 14.



LEVEL	UNIT	SKILL	PAGE
D	07	5	9

Write the correct sign >, <, or = in each circle.

12 inches 1 foot

16 inches 1 foot + 3 inches

1
$$\frac{1}{2}$$
 feet 20 inches

2 feet 1 yard

TOTAL	NUMBER
POINTS	CORRECT
8	

LEVEL	UNIT	SKILL	PAGE
D	07	5	10 343

Put >, <, or = in the circle to make an equation.

36	÷	4		24	÷	3
	•	_	•	,	•	•

$$7 \times 4$$
 () 14 + 14

$$16 \div 4$$
 $15 - 9$ $42 - 35$ $42 \div 6$

C	TL. PTS.		
R	14	100%	
G-RCJE	NO. OF PTS.	3.	
E	13	93	
C	12	86	
CORRECT	11	79	
7	10	71	
E	9	64	
c	•	57	
T	7	90	
	_ 6 .	43	
•	5	36	
X	4	29	
	3 2	21	
	2	14	

10 cups - 7 cups

\bigcirc	12 cups -	÷ ;
\bigcirc	5 quarts	×

4 quarts + 1 quart

)	5	quarts	×	1
•	•				

 $3 \text{ feet} \times 4$

$(\ \)$	6	feet	+	6	feet
-----------	---	------	---	---	------



21 days ÷ 3

$(\)$	14 days	_	5	days
---------	---------	---	---	------

25¢ ÷ 5

LEVEL	UNIT	SKILL	PAGE
D	07	5	11

Write = or \neq in each circle.

$$85 - 22 \bigcirc 32 + 33$$

TOTAL	NUMBER
POINTS	CORRECT
6	

LEVEL	UNIT	SKILL	PAGE
D	07	5	12

Write the correct sign, = or \neq in each circle.

$$3 \times 4 = ?$$
 $15 - 5 = ?$ 3×4 \implies $15 - 5$

$$7 + (3 + 4) \bigcirc 2 \times 8$$

$$4 \times 6 = ?$$
 $12 + 12 = ?$ 4×6 $12 + 12$

$$3 \times 2 \quad \bigcirc \quad 2\overline{)18}$$

$$5 \times 5$$
 18 + 7

$$35 \div 5 \qquad \qquad 7 \times 1$$

$$5 + (5 + 5) \bigcirc 5 + (2 \times 3)$$

TOTAL	NUMBER
POINTS	CORRECT
10	

ERIC

LEVEL	UNIT	SKILL	PAGE
D	07	5	13

Write the correct sign, >, <, or = in each circle.

$$3\times 3 \qquad \qquad 9\div 3$$

$$5 \times 2 \qquad \qquad 2 \times 5$$

$$4 \times 10 \quad \bigcirc \quad 10 \ \overline{)} \ 40$$

TOTAL	NUMBER	
POINTS	CORRECT	
	9	

ERIC

LEVEL	UNIT	SKILL	PAGE
D	07	5	14

TL. PTS.

93

79

57

29 21 14

NO. OF

PTS.

12

CET II

Put >, <,or = in each circle.

$$3 \times 4 \text{ days}$$
 3 days + 3 days + 3 days

6 inches × 11 inches 20 inches - 5 inches

Put = or \neq in the circle:

$$\frac{1}{2}$$
 $\left(\right)$ $\frac{1}{4}$

$$11 \div 1 \bigcirc 20 \div 2$$

$$18 + 2 \bigcirc 30 - 10$$

LEVEL	UNIT	SKILL	PAGE
n	07	5	15

OBJECTIVE: Supplies the inissing sign >, <, =, or ≠ with addition, subtraction, multiplication, and division expressions. Skills involved are up to D-COP. Number limits determined by previous objectives.

STANDARD TEACHING SEQUENCE

Page		Supplementary Material
1.	Circles the numeral for the greater of two numbers.	
2.	Circles the numeral for the lesser of two numbers.	
3.	Writes "greater" or "smaller" and ">" or "<" to make true statements.	
4.	Writes "greater" or "smaller" and ">" or "<" to make true statements.	
5.	Writes >, <, or = to make true number statements.	
6.	Writes >, <, or = to make true number statements.	
. 7.	Writes = or ≠ (includes comparing nickels, pennies, and sums).	12
8.	Writes = or ≠ (includes comparing sums, products, etc.)	13
9.	Writes >,< , or =.	14
10.	Writes > , < , or = for units of measurement or money.	
11.	CET I.	
	CET II.	15

Circle pages that are to be done.



54

- 12

CET I

Add or subtract as requested.

$$25$$
¢ - 10 ¢ = ___¢

12 inches 14 15 minutes 9 quarts
$$+$$
 11 inches $-$ 8 $-$ 7 minutes $+$ 3 quarts

Add or subtract as requested.

18 inches + 4 inches =	inches
48 cents - 29 cents =	cents

С	TL. PTS.	
R	6	100%
CIRCLE	NO. OF PTS.	%
E	5	83
c	4	67
0	3	50
R	2	33
CORRECT	1	17
č		
Т [
ا ۵		
B O X		
X		

LEVEL	UNIT	SKIL1.	PAGE
D	07	1	8

Add or subtract as requested.

36 hours	78 inches	247 days
+ 87 hours	- 49 inches	+ 174 days
hours	inches	days

C	TL. P	TS.
R	9	100%
ローないしゅ	NO. OF	4.
E		89
C	7	78
COR	6	67
R	5	56
E	4	44
ECT	3 2	33
T	2	22
_	1	11
8 0 X		
X		

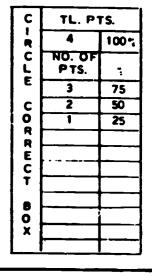
$$25c - 16c = c$$

Multiply or divide as requested.

$$5 \text{ inches} \times 4 = \underline{\hspace{1cm}} \text{ inches}$$

30 feet
$$\div$$
 5 = ___ feet

$$4 \text{ yards} \times 4 =$$
___ yards



LEVEL	UNIT	SKILL	PAGE
D	07	2	8

Multiply or divide as requested.

5 feet	4 inches	3 days
× 5	<u>× 2</u>	<u>× 4</u>

-٥	TL. P	TS.
R	10	100%
CLE	NO. OF PTS.	%
E	9	90
_	8	90
CO	7	70
R	6	60
R	5	8
E	4	40
T	3	30
	2	20
8	1	10
OX		
	<u> </u>	<u></u>

40 hours
$$\div$$
 4 = ____ hours

$$12 days \div 3 = \underline{\hspace{1cm}} days$$

$$27 \text{ yards} \div 3 = \underline{\hspace{1cm}} \text{yards}$$

$$24\c \div 4 = \underline{\hspace{1cm}} \c c$$

$$7 \times 3 =$$

Solve.

Tommy spends 5 hours in school each day. How many hours does he spend there in five days?

hours

С	TL. PTS.	
I R	1	100%
C-RCLE	NO. OF PTS.	%
CO		
R		
RECT		
Ť		
B 0	ļ	
X		
		L

LEVEL	UNIT	SKILL	PAGE
D	07	3	7.

Solve these problems.

Joe spent 7 cents for bubble gum, a nickel for a candy bar and a dime for popcorn. How much money did he spend?

С	TL P	TS
R	3	100
ローないしゃ	NO OF	
E	2	67
С	1	33
0		
R	<u> </u>	
E		
CORRECT		
BOX		
X		

____cents

Mary's allowance is 30 cents a week. She spends 5 cents on candy,

5 cents for gum and she puts 10¢ in the bank. How much does she have left?

cents

Jill is 42 inches tall. Her big brother Jack is 65 inches tall.

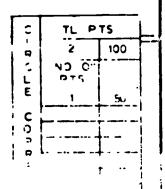
How much taller is Jack than Jill?

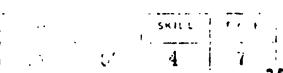
inches

Write the correct sign, > or <, in each circle.

1 2 2 (1) - 5

16 ft c. 1 9 teet ()26 fect







TL. PTS.

NO. OF PTS. 13

100%

93 66 79

43

29 21

CET I

Put >, <, or = in the circle to make an equation.

$$36 \div 4 \bigcirc 24 \div 3 \qquad 3 \times 2 \bigcirc 3 + 2$$

$$3 \times 2 \bigcirc 3 + 2$$

$$10-7 \bigcirc 0\times 3$$

$$10-7$$
 0 × 3 $38-24$ 6 + 8

$$16 \div 4$$
 $15 - 9$ $42 - 35$ $42 \div 6$

3	×	3	\bigcup	20	÷	4	
2 .	_	35		\ 42	÷	6	

$$\left(\begin{array}{c} \end{array}\right)$$
 12 cups \div 3

$$\bigcirc$$
 5 quarts \times 1

$$3 \text{ feet} \times 4$$

$$\bigcirc) 3¢ \times 2$$

		•	· · · · · · · · · · · · · · · · · · ·
LEVEL	UNIT	SKILL	PAGE
n	07	5	11

What are the procedures followed in prescribing CET's?

The teacher decides to prescribe a CET on a skill when there is definite information that the student will most probably perform successfully on the CET. This information comes from three sources:

- 1. Measured performance on the prescribed worksheets. Since each completed worksheet is scored by the aide and the scores are entered alongside the prescription, the teacher can follow the student's progress (or lack of progress) closely.
- 2. Observation of the student's behavior as he works out solutions to problems, handles materials, manipulative devices and equipment related to the skill, and as he responds to discussions and questions about the skill. When these observations are kept closely related to the prescribed skill, the teacher finds that there are many other invaluable ways for assessing student progress besides pencil and paper performance.
- 3. Pretest half of the preceding CET. Since the preceding CET includes a limited pretest of the skill, mastery of near mastery of this section tells the teacher to send the student directly to the skill's own CET.

For example, a student takes C-Num.-1 CET and scores 95% on the C-Num.-1 section and 80% on the limited pretest section for C-Num.-2. The teacher thinks the student may have mastered C-Num.-2 while learning C-Num.-1. To substantiate this judgement and forestall prescribing unnecessary work, the student is given a test sheet from the CET pad for C-Num.-2. A score of 85% or over on the C-Num.-2 CET indicates mastery of the skill. Therefore, no Skill 2 prescription is needed at all. Another situation that could occur is suggested by the following pretest scores:

D-Num1	100%	
D-Num2	60%	
D-Num3	95%	
D-Num4	60%	
D-Num 5	100%	

Assume that the pupil has completed working in Skill 2 and has successfully mastered the CET for that skill. In order to give



him the opportunity to pretest out of Skill 4, he should be given the bottom part of the CET for Skill 3 (which tests Skill 4.) If he does poorly on the test he should be assigned work in D-Num.-4. If he does well in this pretest he should be assigned D-Num.-4 as an additional check on this mastery.

When the teacher has decided to prescribe the CET for a particular skill, the date of prescription, the teacher's initials, the abbreviation CET and its page number are entered by the teacher on the student's Prescription Sheet. After the student is given the CET, the aide scores the test and enters the scores and percentages for both halves of the CET on the Prescription Sheet.



Examine the following Mathematics Prescription Sheets A, B and C:

- Mathematics Prescription Sheet A indicates the entries used for prescription writing. The CET is prescribed and entered in this section.
- 2. Mathematics Prescription Sheet B describes the section used to enter the <u>results of the CET</u>. Note that the student may act as the scorer of his own test. Many IPI teachers, as they work towards developing self-initiation and self-direction in their students, encourage this type of activity for the students. In fact, as the student grows in these areas, a number of IPI teachers have guided the students into self-prescription writing.
- 3. Mathematics Prescription Sheet C is a sample sheet with all the information, up to and including Posttest results, filled in. Use Audio-tape #3 for a discussion of this sheet. Be ready to jot down any comments or questions that occur to you as you listen to the tape. Use these notations in discussion with the instructor or in group discussions.

Audio-tape #3: Claire Moshy, Steps in

Planning and Conducting a

Program of Individually

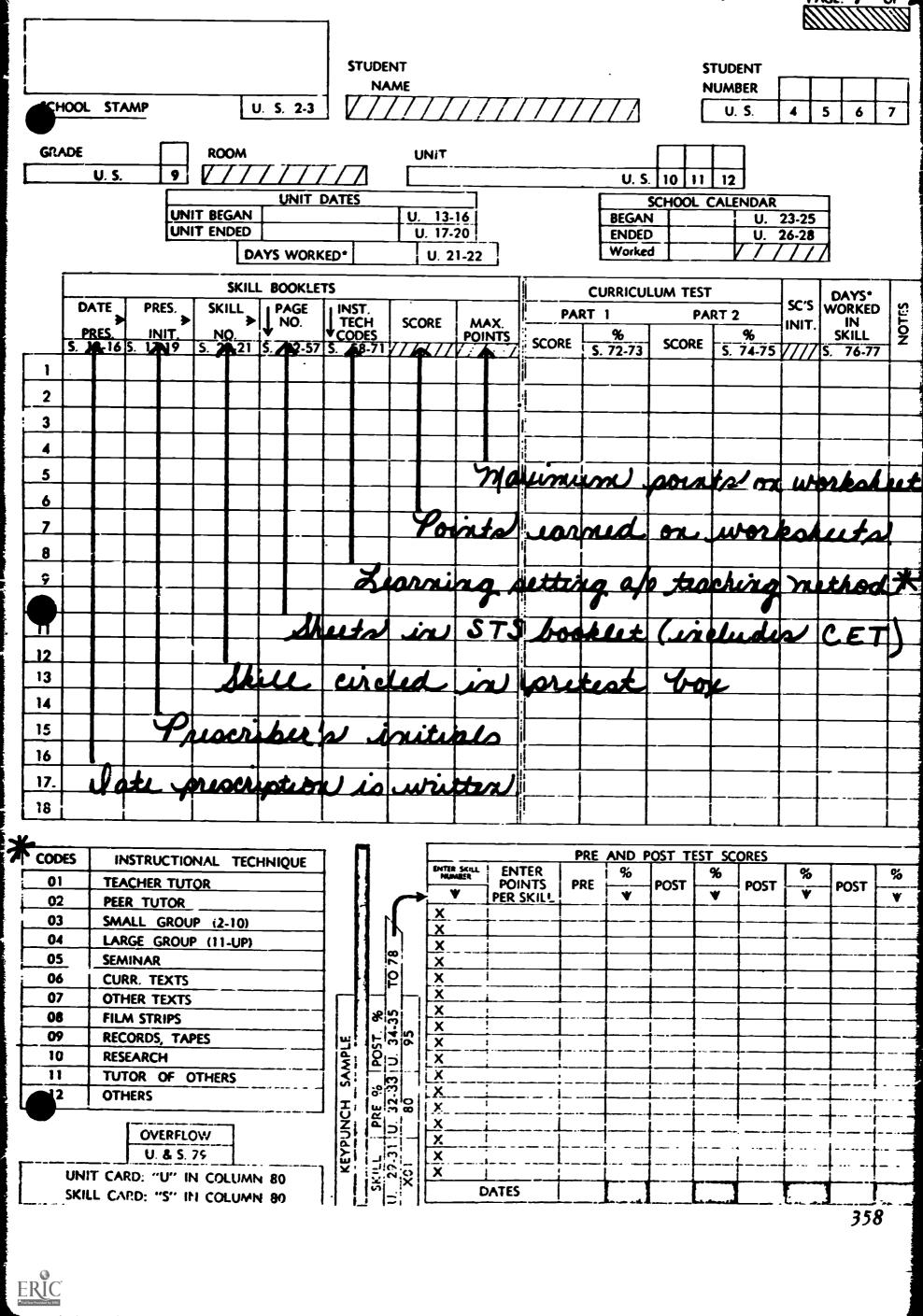
Prescribed Instruction for

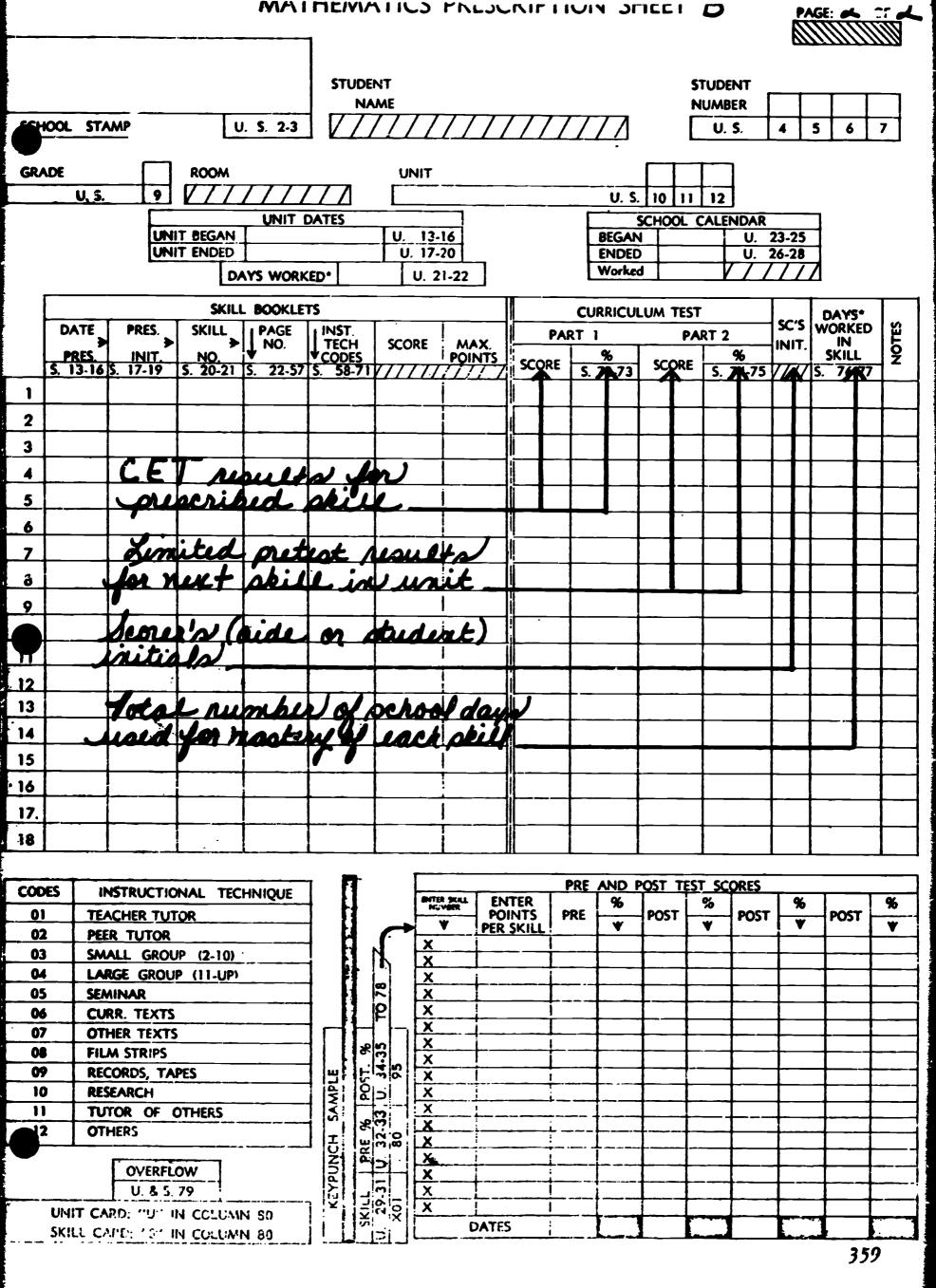
Phyllis Carey, Research

for Better Schools, Inc.

(Philadelphia, Pa.) 1967.







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Phyllis Carey: D-Geom.

1. Selection of IPI Unit:

Selects and assigns D-Geom.

2. Diagnosis of Learning Needs:

Administers D-Geom. Pretest.

3. Writing a Prescription:

- a. Prescribes Skill 1 (pages 1, 3, 17 and Inst. Tech. 02, 01)
- b. Prescribes Skill 2 (pages 2, 3, 5 and Inst. Tech. 03, 08)
- c. Extends Skill 2 prescription (pages 1, 3, 8, 10 and Inst. Tech. 02)

4. Implementing the Prescription:

- a. Phyllis works on prescription for Skill 1.

 Teacher guides Phyllis through prescription.
- Phyllis works on prescription for Skill 2.
 Teacher guides Phyllis through prescription.
 Same as above for extended prescription for Skill 2.

5. Ongoing Evaluation:

a. Teacher evaluates Skill 1 worksheets and student performance and assigns D-Geom.-1 CET.

Student scores 100% on Part 1 of CET and 0% on Part 2 and is assigned to Skill 2. (Return to step 3b.)

- b. Teacher evaluates Skill 2 worksheets and student performance and extends prescription to Skill 2. (Return to extended prescription of Skill 2 in step 3c.)
- c. Teacher evaluates Skill 2 in extended prescription and assigns D-Geom.-2 CET.

Student scores 100% on Part 1 of CET and 100% on Part 2 of CET.

Teacher assigns D-Geom.-3 CET.

Scores 100% on CET.

6. Mastery Testing:

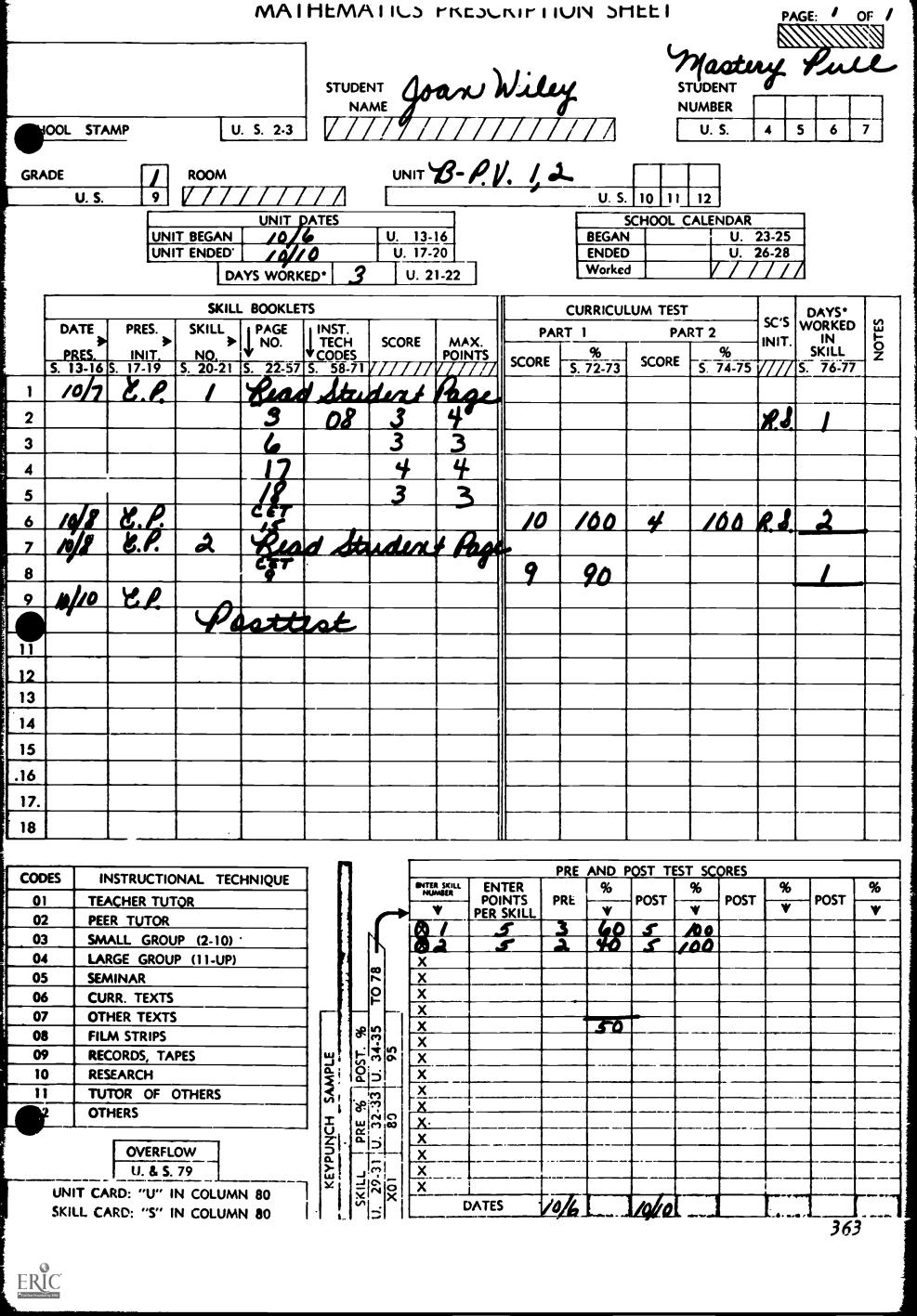
Selects and administers D-Geom. Posttest.

Student scores 100% on each unit skill in D-Geom. and is ready for next unmastered unit in the Continuum.



The following completed Prescription Sheets are included for purposes of group discussion. Review the following sheets as preparation for this discussion. Then form a small group of 4-5 teachers to discuss the development of the five prescriptions.





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STUDENT JOHN ROCCO NUMBER U. S. 5 U. S. 2-3 HOOL STAMP UNIT B- 7raw - 1 **ROOM GRADE** U. S. SCHOOL CALENDAR U. 23-25 10/3 13-16 BEGAN U. UNIT BEGAN U. 26-28 U. 17-20 **ENDED** UNIT ENDED Worked DAYS WORKED* U. 21-22 **CURRICULUM TEST** SKILL BOOKLETS DAYS* SC'S WORKED PAGE INST. TECH CODES DATE SKILL PART 2 PRES. PART 1 IN SKILL Ų NO. INIT. MAX. POINTS **SCORE** SCORE | SCORE S. 74-75 76-77 **S**. 72-73 S. 20-21 01,09 2 3 78 11 13 14 15 .16 17. 18 PRE AND POST TEST SCORES **CODES** INSTRUCTIONAL TECHNIQUE % % ENTER SKILL NUMBER **ENTER POST** POINTS PER SKILL **POST POST** PRE TEACHER TUTOR 01 * Y 02 PEER TUTOR 100 03 SMALL GROUP (2-10) 04 LARGE GROUP (11-UP) 05 SEMINAR **CURR. TEXTS** 06 07 **OTHER TEXTS** POST. % U. 34-35 80 FILM STRIPS X SAMPLE 09 X RECORDS, TAPES X 10 RESEARCH RE % 32-33 80 X TUTOR OF OTHERS 11 X **OTHERS** I X. KEYPUNC X X **OVERFLOW** U. & S. 79 X UNIT CARD: "U" IN COLUMN 80 10/6 10/3 **DATES** SKILL CARD: "S" IN COLUMN 80 366

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STUDENT NUMBER 7 U. S. 6 U. S. 2-3 OOL STAMP UNIT D-DW. 1, 2, 4, 6, 7 **ROOM** GRADE U. S. UNIT DATES SCHOOL CALENDAR U. 23-25 **BEGAN** 13-16 UNIT BEGAN 26-28 **ENDED** U. 17-20 UNIT ENDED Worked U. 21-22 DAYS WORKED* CURRICULUM TEST SKILL BOOKLETS DAYS* SC'S WORKED **SKILL PAGE** PART 1 PART 2 INST. PRES. DATE IN **↓** NO. TECH CODES 58-71 INIT MAX. **SCORE** SKILL PRES. 5. 13-16 NO. V 20-21 S. 22-57 **SCORE SCORE** 76-77 **S.** 74-75 5. 72-73 2 3 100 4 6 0 | 8 Ģ 90 100 12 13 100 14 15 16 17. 18 PRE AND POST TEST SCORES **CODES** INSTRUCTIONAL TECHNIQUE % 96 ENTER SKILL NUMBER **ENTER** POINTS PER SKILL **POST POST POST** PRE 01 TEACHER TUTOR * PEER TUTOR 02 03 SMALL GROUP (2-10) 04 LARGE GROUP (11-UP) 05 SEMINAR 5 100 **CURR. TEXTS** 06 100 OTHER TEXTS 07 34-35 08 FILM STRIPS POST. RECORDS, TAPES 09 LO **RESEARCH** 10 BRE % 32-33 11 TUTOR OF OTHERS **OTHERS** X **OVERFLOW** U. & S. 79 UNIT CARD. "U" IN COLUMN 80 **DATES** SKILL CARD: "S" IN COLUMN 80 367

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STUDENT Philip Johnson NUMBER U. S. 5 "1400L STAMP U. S. 2-3 UNIT D-DIV 1,2,4,6,7 RADE **ROOM** U. S. 10 11 9 U. S. SCHOOL CALENDAR UNIT DATES U. 23-25 13-16 BEGAIN U. UNIT BEGAN U. 26-28 ENDED U. 17-20 UNIT ENDED Worked U. 21-22 DAYS WORKED* **CURRICULUM TEST** DAYS* WORKED SKILL BOOKLETS SC'S PART 2 DATE PRES. SKILL FAGE INST. PART 1 IN INIT. MAX. TECH **SCORE** NO. SKILL % CODES 58-71 / / / / **SCORE SCORE** S. 74-75 76-77 S. ?2-73 20-21 5. 22-57 5. S. 13-16 S 17-19 20 10 IZ 03 09 10/13 8.9. 4 160 2 3 4 5 6 li: 7. 8 PRE AND POST TEST SCORES CODES INSTRUCTIONAL TECHNIQUE % **ENTER** % **POST** PRE **POST POST** POINTS 01 **TEACHER TUTOR** PER SKILL **Q2** PEER YUTOR SMALL GROUP (2-10) 03 LARGE GROUP (11-UP) 04 05 SEMINAR **CURR. TEXTS** 06 07 **OTHER TEXTS** FILM STRIPS 08 X 7 POST. $\overline{\mathbf{x}}$ 09 RECORDS, TAPES NCH SAMPLE X 10 RESEARCH X **TUTOR OF OTHERS** % 11 PRE 32. LX **OTHERS** LX X KEYPU **OVERFLOW** U. & S. 79 UNIT CARD: "U" IN COLUMN 80 **DATES** SKILL CARD: "S" IN COLUMN 80 368

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STUDENT Kate Brown NAME NUMBER SMOOL STAMP U. S. 2-3 U. S. ROOM GRADE UNIT U. S. U. S. 10 | 11 12 UNIT DATES SCHOOL CALENDAR UNIT BEGAN 13-16 BEGAN U. 23-25 UNIT ENDED U. 17-20 26-28 **ENDED** Worked DAYS WORKED U. 21-22 SKILL BOOKLETS **CURRICULUM TEST** DAYS* SC'S WORKED DATE PRES. SKILL 1 PAGE INST. PART 1 PART 2 NO. IN TECH **SCORE** INIT. MAX PRES. S. 13-16 SKILL % **CODES** INIT. **POINTS SCORE** SCORE 22-57 17-19 20-21 | S. 76-77 S. 74-75 V// 5. 72-73 2 3 4 6 100 3 12 13 14 15 .16 86 17. MD7 18 AND POST TEST SCORES PRE CODES INSTRUCTIONAL TECHNIQUE SVTER SKILL MUMBER **ENTER** % % POINTS PER SKILL 01 PRE. **POST POST POST** TEACHER TUTOR ¥ ¥ 02 PEER TUTOR 03 SMALL GROUP (2-10) 100 20 04 LARGE GROUP (11-UP) 05 **SEMINAR** 06 **CURR. TEXTS** 07 OTHER TEXTS POST. % U. 34-35 95 08 **FILM STRIPS** SAMPLE 09 RECORDS, TAPES 68 72 X 100 10 X RESEARCH 32.33 80 X 11 TUTOR OF OTHERS 12 **OTHERS** |__! |__: <u>| x.</u> KEYPUNC **OVERFLOW** X U. & S. 79 X UNIT CARD: "U" IN COLUMN 80 19/19 **DATES** SKILL CARD: "S" IN COLUMN 80 369

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06 CURR. TEXTS 07 OTHER TEXTS			+++	+++-
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TEACHING IN IPI

PROCEDURES FOR USING CET'S

Student

Aide

Teacher

- prescription for skill or looks ahead to next unmastered skill. Reviews student performance on
- a. Predicts high probability of success on CET.
- Prescribes and administers CET for skill.
- Reads directions as needed.

Takes prescribed CET

Scores CET. Gives completed CET to aide.

Enters scores on Prescription Sheet.

Examines CET scores.

- not supported by his Pretest score on skill, he is given 85% or over on Part 1 indithe next skill. If this is cates mastery of skill and CET for skill to determine unmastered skill. 85% or student may have mastered student is moved to next over on Part 2 indicates mastery.
 - prescribed skill and pre-Below 85% on Part 1 indi-Below 85% on Part 2 indicates lack of mastery of score for the skill sup-If Pretest score or CET assigned a prescription scription is extended. ports this, student is cates probable lack of mastery of next skill. **ن**

Starts on next unmastered skill.

Scores worksheets.

Starts on next unmastered Takes CET for skill in Part 2 or

Enters scores on Prescription Sheets. Scores CET. skill.

Works on extended prescription. Works on prescription for the skill. PGSTTEST: Section III: Curriculum Embedded Tests

The following items constitute a posttest.

The answer key which accompanies the test is correlated to the instructional materials in this section. Based upon the right and wrong responses you have made on the test, the answer key will direct you to those pages on which you should work to achieve 100% mastery.

Use the directions given with the pretest.



Select the <u>best</u> answer:

1. What is the next prescription?

	Pretest		CET P	ercent
Unit Skill	Percent	Prescription	Part 1	Part 2
D-Num1	100			
D-Num2	100			
D-Num3	97			
D-Num4	76	Completed	90	95
D-Num5	82			

- a. Work in D-Num.-5.
- b. D-Num.-5 CET.
- c. D-Num. Posttest.

Unit Skill	Pretest Percent	Prescription	CET 1	Percent Part 2
<u> </u>	1	Treseripeio	1	rait 2
B-SOM-1	87	Completed	95	80
B-SOM-2	83	Completed	100	60
B-SOM-3	76			İ
B-SOM-4	40			
	l .	•		

- a. Work in B-SOM-3.
- b. B-SOM-3 CET.
- c. B-COM-3 CET (Part 1).

	Pretest		CET Percent			
Unit Skill	Percent	Prescription	Part 1	Part 2		
E-Spec. T1	70	Completed	1.00	65		
E-Spec. T2	80	Completed	100	65		
E-Spec. T3	60	Completed	95			

- a. E-Spec. T. Posttest.
- b. E-Spec. T.-1 CET (Part 2).
- c. Additional work in E-Spec. T.-3.



	Pretest		CET Percent			
Unit Skill	Percent	Prescription	Part 1	Part 2		
C-Money-1	70	Completed	100	73		
C-Money-2	70	Completed	95	96		
C-Money-3	80	Completed	82			

- a. C-Money Posttest.
- b. Alternate CET for C-Money-3.
- c. Additional work in C-Money-3.

Unit Skill	Pretest Percent	Prescription	CET Po Part 1	Part 2
E-Time-1	100	Completed	100	60
E-Time-2	50	Completed	100	95
E-Time-3	95			
E-Time-4	76			
E-Time-5	82			

- a. E-Time-3 CET (Part 2).
- b. E-Time-4 CET.
- c. E-Time-4 CET (Part 1).

2. The CET II for a skill is:

- a. Listed as supplementary material in the STS Booklet.
- b. Bound in a pad of identical CET's.
- c. Both a and b.

3. There are CET's for:

- a. Every skill but the last one in every unit.
- b. Every skill in the Continuum.
- c. Every unit in the Continuum.



- 4. When a student scores under 85% on Part 1 of a CET I, the teacher:
 - a. Uses the CET to diagnose the student's learning difficulties.
 - b. Assigns the remaining worksheets in the STS Booklet for the skill tested by the CET.
 - c. Assigns Part 1 of CET II.
- 5. A score of 85% or over on Part 1 of a F-Frac.-10 CET tells us that the student:
 - a. Is ready to take F-Frac.-11 CET (Part 1).
 - b. Is ready for work in F-Frac.-11.
 - c. Has mastered F-Frac.-10.
- 6. CET's are designed:
 - a. To test a student's mastery of two successive unit skills in one test.
 - b. To test a student's mastery of a unit skill and to diagnose the student's difficulties with the next skill in one test.
 - c. To test a student's mastery of a unit skill and to pretest the next unit skill in one test.



ANSWER KEY

266-37/

POSTTEST: Section III: IPI Curriculum Embedded Tests (pp. 266-371)

- 1. b
 - a
 - a
 - C
 - а
- 2. a
- 3. ъ
- 4. a
- 5. c
- 6. c



TEACHING IN IPI DIAGNOSIS OF STUDENT ACHIEVEMENT SUMMARY SHEET

Location	Bound in booklets by levels·	Bound in booklets by units .	Bound in Standard Teaching Booklet for skill; CET I Pad.	Bound in booklets by units.
Label	Level	Unit (Level-Area)	Unit skill (Level-Area- Skill #); Form I or II.	Unit (Level-Area)
Administered	Upon initial entry into Continuum or at start of the school year.	Before working in a unit or As second Posttest.	After completing prescription on skill; pretest of skill.	After all skills in unit are mas- tered.
Purpose	Locate student in all Areas of Continuum.	Identify and diagnose unmastered skills in unit or alter-nate form of Posttest.	Assess mastery of skill; limited pretest of next skill.	Assess mastery of unit; iden- tify and diag- nose skill still unmastered.
Sample	Levels B-G extensively.	All skills in a unit inten- sively.	One unit skill intensively; next skill briefly	All skills in a unit inten- sively
	Placement Tests	Pretests	CET	Posttests

IPI Achievement Tests

→ Placement Profile or starting sequence of unmastered units Placement Tests 1:

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→ Unmastered unit skills First unmastered unit Unit Pretest 5

→ Probable mastery of unit skill First unmastered unit skill Prescriptionж •

Para Possible mastery of next skill - Use CET Possible lack of mastery of next skill ► Mastery of unit skill Lack of mastery (extend prescription) Probable mastery of unit skill CET OF

4.

→ Unit Skill(s) still unmastered -Mastery of all unit skills Mastery of all unit skills Unit Posttest

IPI Testing Sequence